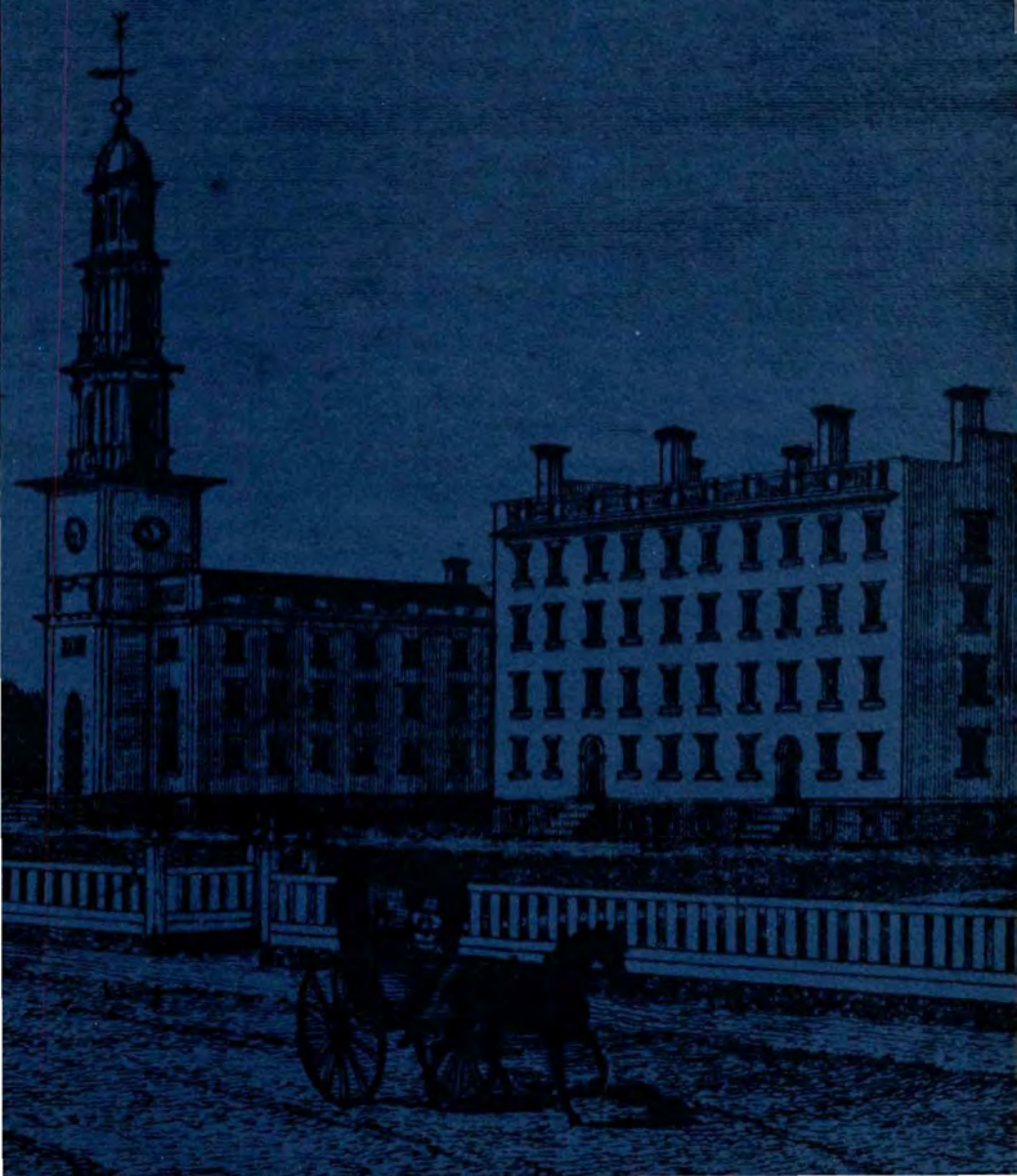
Hamilton College 1978-79



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The reproductions which appear throughout this book show the Hamilton College Chapel from several perspectives during various eras in the College's history.

Hamilton College Catalogue 1978-79

September 1978
Clinton, New York 13323

Hamilton Calendar 1978-79

September	5-7	Tuesday-Thursday
	6	Wednesday
	8	Friday
	18	Monday
	29-30	Friday-Saturday
October	13	Friday
	18	Wednesday
November	11-12	Saturday-Sunday
	13-17	Monday-Friday
	21	Tuesday
	27	Monday
December	8	Friday
	9-12	Saturday-Tuesday
	13-18	Wednesday-Monday
January	3	Wednesday
	26	Friday
February	5	Monday
	14	Wednesday
March	16	Friday
	19-23	Monday-Friday
	23	Friday
April	2	Monday
	9-13	Monday-Friday
May	9	Wednesday
	11	Friday
	12-15	Saturday-Tuesday
	16-21	Wednesday-Monday
	27	Sunday

Freshman Orientation Program
Convocation
Fall term classes begin, 8 a.m.
All sequences meet for twenty minutes
General matriculation for upperclassmen
Last day to add a course or to exercise the pass/fail option
Class reunions and homecoming

Mid-term recess begins, 4 p.m.
Last day to drop a course without penalty
Mid-term warnings due
Classes resume, 8 a.m.

Parents Weekend
Preregistration for winter and spring terms
Thanksgiving recess begins, 4 p.m.
Thanksgiving recess ends, 8 a.m.

Last day of classes
Reading period
Final examinations

Winter term classes begin, 8 a.m.
Winter term classes end, 4 p.m.

Spring term classes begin, 8 a.m.
Last day to add a course or to exercise the pass/fail option

Mid-term warnings due
Sophomores declare concentrations
Mid-term recess begins, 4 p.m.
Last day to drop a course without penalty

Classes resume, 8 a.m.
Preregistration for fall term

Class and Charter Day
Last day of classes
Reading period
Final examinations
Commencement

Contents

History of the College		6
Academic Information	Academic Purposes and Goals	10
	Academic Program	12
	Academic Regulations	16
	Honors	20
	Special Programs	22
	Post-graduate Planning	25
Enrollment	Admission	29
	Expenses	33
	Financial Aid	37
General Information	The College and Its Resources	41
	Undergraduate Life	46
	Athletic Programs and Facilities	53
Courses of Instruction	Course Descriptions and Concentration Requirements	56
Appendix	General, Special, and Prize Scholarships	138
	Fellowships and Prizes	149
	Recipients of Fellowships, Prizes, and Prize Scholarships	156
	Federal and State Scholarships	161
	Trustees	165
	Officers of the College	167
	Faculty	168
	Administrative Officers and Staff	184
	1978 Degrees in Course	186
	List of Students	189
	Index	205
	Map of the Campus	208

History of the College

In 1793, the Reverend Samuel Kirkland, a graduate of Princeton and for forty years a missionary to the Oneida nation of the Iroquois, founded an academy to serve the educational needs of both Indian and white youths. Known as the Hamilton Oneida Academy and built on a natural plateau overlooking the Oriskany and Mohawk Valleys, the institution became Hamilton College on May 26, 1812, when the Regents of the University of the State of New York granted to the Trustees a charter which enabled young men to earn the baccalaureate degree. Named after Alexander Hamilton, first Secretary of the Treasury and a member of the Board of Trustees of the Academy, the new college opened its doors for classes on November 1, 1812. Its academic leadership included President Azel Backus, a graduate of Yale, and three faculty members. At the time, Hamilton was the third college to be founded in New York State and the thirtieth in the nation.

The college that Backus headed offered a traditional curriculum to its students, one that emphasized the classical languages, philosophy, history, and mathematics. Over the next seven decades the College grew both in size and academic stature, but its curriculum remained traditional except for a special emphasis upon oratory. Indeed, Hamilton became well and deservedly noted for the excellence of its graduates in public speaking, founded upon a four-year public speaking requirement which continued until 1968. Today the curriculum continues to provide excellent training in speech, to the benefit of graduates who enter business, the legal profession, public service, the clergy, and teaching.

In 1858, study of the natural sciences at Hamilton was stimulated by the completion of the Litchfield Observatory, the thirteenth to be established in the country and, at the time, the site of the nation's second-largest telescope. Christian Henry Frederic Peters, director of the observatory, brought the first Ph.D. to the Faculty and international attention to the College through his discoveries of asteroids. Professor Peters died in 1890, and thereafter the Observatory languished and finally was torn down. The telescope's pedestal remains on the campus as testimony to the work of Peters. In the summer of 1977, the College completed and dedicated a second observatory, thus honoring an old tradition with a revived interest in astronomy.

Student life in the nineteenth century was simple and rigorous, as students sought to study by lamp and keep warm by fires fueled by wood they themselves had gathered. Each morning, students met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the

President. While the requirement of Chapel attendance has long since disappeared, Hooker's Chapel, perhaps the most beautiful of the College's buildings, continues to dominate the central quadrangle. The social activities of undergraduates, mostly left to their own ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamations and debates. Social fraternities were first founded during the 1830s and nine continue to the present day. Athletic activities of the informal variety were the rule until well after the Civil War, when organized intercollegiate sports began to appear. A spirit of amateurism and widespread participation has continued to prevail at Hamilton in both intramural and intercollegiate sports.

The gradual growth of the College, which continued in the post-Civil War period, accelerated sharply in 1892 with the presidency of Melancthon Woolsey Stryker, the first graduate of the College to hold the post and a clergyman of national reputation. With explosive energy, Stryker introduced a program of expansion in resources, buildings, and reputation. Although the dynamism of his term was interrupted by World War I, his mark on the College remains. Indeed, his quarter-century rule is nostalgically remembered by many as the College's "Augustan Age."

Between the World Wars, President Frederick Carlos Ferry further strengthened the College's academic standards. After the unsettled period of World War II, Robert Ward McEwen assumed the presidency and provided strong leadership which led to a moderate but purposive increase in enrollment, curricular revision with emphasis on the physical and social sciences, and the establishment of a coordinate college for women.

In 1961, McEwen initiated a study of ways to enrich the intellectual life of the College without abandoning the intimate student-faculty relationships characteristic of Hamilton. Aided by some of Hamilton's trustees and faculty, he concluded that his goal could best be met by the establishment of a cooperating, yet independent, college adjacent to the Hamilton campus. He envisioned a coordinate relationship between Hamilton and the new college, each with a curriculum that was complementary to the other. Thus, under Hamilton auspices, Kirkland College opened in September of 1968 as the first independent women's college to be founded in the East since 1926. Named for Samuel Kirkland, Kirkland College graduated its charter class in the spring of 1972.

Under the leadership of President Samuel Fisher Babbitt, the new college brought to College Hill programs of study designed to meet the academic and personal needs of gifted young women. Men and women were able to cross-register at each college and the curricular opportunities afforded by the two institutions were substantially broader than those which would have existed if Hamilton had simply admitted women in 1968. Kirkland developed especially noteworthy programs in the arts and added to the Hill some first-rate buildings—most particularly the List Art Center. In 1977, the Trustees of Hamilton and Kirkland concluded that the experiment of two coordinate colleges had achieved the initial goals of President McEwen,

and that the future of the liberal arts on the Hill would be best secured by joining the coordinate colleges into one coeducational college. Accordingly, Hamilton College begins the 1978-79 academic year with a coeducational undergraduate body of about 1,600 and a strong curriculum in the humanities, the sciences, the social sciences, and the arts.

Academic Information

Academic Purposes and Goals
Academic Program
Academic Regulations
Honors
Special Programs
Post-graduate Planning

Academic Purposes and Goals

The central purpose of the College is to develop in its students an understanding of the value and uses of the intellect, and by so doing, to prepare them for a life of enrichment and constructive influence free of the twin provincialisms of ignorance and arrogance. It wishes to advance the personal fulfillment of its students, and through them, the well-being of others. The Faculty believes that this goal can best be reached through a course of study that is neither too general nor too specialized. The College seeks young men and women of intellectual promise who share a strong commitment to Hamilton's educational philosophy, for in its collegiate community students and faculty together carry the important responsibilities for the quality of education. The College seeks to move students beyond the acquisition of specific knowledge and skills to a wider understanding of themselves, their enviroment, society, and the relationships among them.

A Hamilton education is best described as mental effort under criticism. It is an effort designed to lead to self-education and the ability to deal with the crucial problems of our time in a morally and intellectually courageous manner. The Faculty believes that liberal learning, in its breadth and depth, is the appropriate foundation for society's leaders and that it is in the reconciliation of the universal and the particular that idealism comes to terms with reality. The intimacy of Hamilton's collegiate community allows full recognition of the important differences and talents that each student brings to the College, while it assists in developing informed and questioning modes of thought.

The liberal arts education at Hamilton is more than the sum of a number of academic courses; faculty and students, in a variety of ways (both curricular and extra-curricular), create a general intellectual environment that encourages the formation of essential habits of the educated person—curiosity, rigorous observation, tolerant understanding, and enlightened judgment. Although the College does not attempt to teach a specific set of values, its Faculty nevertheless recognizes its responsibility to teach students the importance of sound values and to encourage their development.

The opportunity at Hamilton for students to take their liberal education into their own hands is greater than at most colleges. Yet the freedom accorded the undergraduate here is possible only so long as students and members of the faculty see to it that the particular purposes of individual students fit within, and thereby support, the larger institutional purpose.

There are few formal requirements at Hamilton because the Faculty, primarily through formal and informal advising, asks and expects students to strive to acquire:

First, an ability to think, write, and speak clearly, with precision and cogency.

Second, an informed acquaintance with, and a critical appreciation of, the ways in which knowledge of nature and man is gained through experimental or quantitative methods of analysis.

Third, an informed acquaintance with a culture other than their own.

Fourth, an informed acquaintance with the historical and social forces that have shaped the present and may shape the future.

Fifth, some understanding of, and experience in thinking about, moral and ethical problems and issues.

Sixth, an informed acquaintance with some modes of literary, artistic, or musical expression, along with canons of criticism appropriate to them.

Seventh, relative mastery of the content and methods of some particular field of knowledge so that they can define the issues of a problem, develop the evidence that can reasonably be advanced on all sides, and reach a conclusion based upon an evaluation of the evidence.

Many institutions of higher learning do not state the general goals of a liberal arts education, or do so only through an explicit set of course distribution requirements. At Hamilton students are accorded freedom to pursue their own educational interests, but their obligation to become broadly educated is in no way lessened. Indeed, it is probably intensified, for they are forced to review periodically where they have been, where they are going, and how well their educational plan measures against the criteria set by the Faculty. Although each academic department allows a student the opportunity to specialize as a concentrator during the junior and senior years, all departments offer courses designed to meet the general goals of a liberal arts education as set forth by the Faculty of the College. A significant part of a student's development centers around the fashioning of an appropriate sequence of courses that will address both the goals of the College and the student's own talents and taste. In this task each student is assisted by a faculty adviser.

Academic Program

The College Year

The College year at Hamilton is organized around fall and spring terms of approximately thirteen weeks length and a winter term of three and one-half weeks. Students are expected to complete thirty-five courses for the degree, normally in a four-one-four pattern in the fall, winter, and spring terms of each academic year.

Students elect courses from among the offerings of twenty-two Hamilton departments and five interdisciplinary programs. For qualified upperclassmen, the College's term in Washington and programs in France and Spain provide unusually rich off-campus educational experiences.

In recent years during the Winter Term the College also has offered study in England, Russia, and Austria. These programs of study are conducted by members of Hamilton's faculty, usually within the curricula of particular departments.

Academic Advising

Since the Hamilton curriculum affords students a wide range of courses and disciplines within the liberal arts, the College relies heavily on a system of academic advising designed to help students plan and choose responsibly. Each adviser is a faculty member, and every faculty member with a term of service beyond one year serves as an adviser. Members of the Board of Advisers, a group specially selected by the Dean of the College, provide guidance to students during their freshman and sophomore years. After students elect their concentration, advising becomes the responsibility of faculty members in the appropriate disciplines. Finally, certain members of the faculty offer counsel to students preparing for various professions and careers.

During the summer before matriculation at Hamilton, students receive descriptions of courses open to freshmen. Each is asked to select tentatively four courses that are discussed with the adviser when the student arrives on campus in the fall. During the orientation period, students meet with advisers to determine a fall schedule; each student also takes a variety of placement tests and consults with departmental chairmen to ensure that the appropriate course levels in English, Mathematics, the Sciences, and Foreign Languages are selected. Students other than first-semester freshmen pre-register in the fall for the winter and spring terms, and in the spring for the fall term of the next academic year. At each period of academic

counseling, students are encouraged to plan not only for the coming term, but for their entire period of study at the College.

Hamilton's emphasis on the importance of advising by the Faculty is distinctive among colleges and universities. The adviser is more than a casual or occasional faculty contact; he or she serves as an experienced guide and, often, as a mentor or friend. Moreover, after the close of each academic year, the performance and course selections of each freshman and sophomore are reviewed carefully by the student's adviser in the presence of two additional members of the Board of Advisers. This "troika" system has proved especially useful, and it reflects the commitment of the Faculty to a strong advising system.

Concentration Requirements

The specific disciplines in which a student may concentrate are Anthropology, Art (History of Art or Studio Art), Biology, Chemistry, Classics, Comparative Literature, Dance, Economics, English, French, Geology, German, Government, Greek, History, Latin, Mathematics, Music, Philosophy, Physics, Psychobiology, Psychology, Religion, Russian Studies, Sociology, Spanish, Theatre, and Writing. In addition, concentrations are offered through programs in American Studies, Foreign Languages, and Asian Studies. In these latter instances a student must obtain the approval of the appropriate interdepartmental committee.

An interdepartmental concentration involving any two departments may be arranged with the approval of the departments concerned and the Committee on Academic Standing. Concentrations in each of two departments is also possible with the approval of the departments concerned. However, a student may not count a course as part of the concentration requirement in more than one department.

The number of courses comprising a concentration normally ranges from eight to ten, depending upon the department. The requirements for each concentration are listed at the beginning of departmental entries under Courses of Instruction.

A student selects an area of concentration near the end of the sophomore year. He or she must have completed at least two courses in the department of concentration and must have received an average of 70 or higher for all work taken in that department.

The courses planned to satisfy the concentration requirement must be approved by the department at the time of declaration, and all subsequent changes of course elections within the area of concentration require the approval of the department. A student may change areas of concentration only with approval of the departments concerned and the Associate Dean of the College. Each student is required to take at least one course in the department of concentration during the fall and spring of the senior year.

Baccalaureate Requirements

To qualify for the baccalaureate degree, each Hamilton student must: complete thirty-five courses, ordinarily four in each of the fall and spring

terms and one in each of three winter terms; complete the requirements for an area of concentration; meet the requirements specified by the Department of Physical Education, normally in the freshman year; complete a four-hour course in library instruction, normally in the freshman year; attain a grade of C- or higher in at least one-half of the courses taken at Hamilton, and an average of at least 70 in all courses taken at Hamilton in the department of concentration; and be in residence for at least two years, including the final term of study. Residence means enrollment in programs sponsored by the College, on or off campus.

All students receive the degree of Bachelor of Arts, and degrees in course are conferred only upon those who are present to receive them, unless the Faculty has authorized their award *in absentia.* Degrees are conferred once each year at the graduation ceremony.

Winter Term

During the month of January, the College awards academic credit for a variety of courses and independent study activities and co-curricular credit for internships, work-study programs, and other activities. The purpose of the winter term is to permit students to pursue intensively and in depth subjects or interests which are often more narrow in scope than those presented in courses during the spring and fall terms. Winter term courses have regular class meetings, papers, and examinations. Winter term independent study follows the same procedures that are required for fall and spring terms.

Each winter term the College brings to the campus several adjunct faculty members who possess special skills or training, and whose courses are not normally available during the spring and fall terms. A separate winter term catalogue published prior to registration for the winter and spring terms lists these courses, together with those already published in the *Hamilton Catalogue,* and opportunities for activities carrying co-curricular credit.

Students ordinarily participate in at least three of four winter terms during their academic careers at Hamilton. Although students are free to choose their own activity during the fourth winter term, they are strongly encouraged to use it in a manner related to the general educational program. In this connection, the College offers opportunities to pursue internships, work-study programs, and career exploration activities during the winter term. These are not graded or given academic credit for graduation, but they are recognized as special co-curricular activities.

Acceleration

The normal time to earn the baccalaureate degree is four consecutive academic years, but the degree requirements must be completed within seven calendar years of the date of matriculation. A student who undertakes summer or other additional study, and who wishes to earn the degree in fewer than four academic years, must apply to the Committee on Academic Standing, not later than the end of the final term of the sophomore year, for permission to accelerate.

Hamilton Horizons Program

The College believes that education is a continuing process and that learning is advanced in important ways when men and women of widely differing ages and experience come together on the campus. Accordingly, the College admits men and women of all ages to its Hamilton Horizons program.

Students in this program may study full-time by enrolling in four courses in any fall or spring term, or they may study part-time by enrolling in fewer than four courses. Further, students in the Hamilton Horizons program may apply for admission to the College as candidates for the baccalaureate degree, but each is free to take courses for credit or to audit courses without formal matriculation.

The program is unique because it provides the same educational opportunities to all students. There are no separate courses for adults, no evening or special weekend classes, and no adjunct faculty. All students take regular undergraduate courses in the liberal arts offered by the Faculty of the College.

Academic Regulations

The academic regulations of the College are administered by the Associate and Assistant Deans of the College and the Committee on Academic Standing. A complete statement of the College's Academic Regulations appears in the *Student Handbook*.

Course Elections

As stated elsewhere (see section on Academic Advising), entering students make a tentative selection of courses during the summer prior to matriculation, and then confirm or modify their choices in consultation with their advisers during freshman orientation. Thereafter, students register for fall term courses during the preceding spring term, and register for winter and spring term courses during the preceding fall term.

After registration, a student may change (drop/add) courses through the first ten calendar days of the fall and spring terms with the approval of his adviser. Students are expected to carry a full academic load of four courses. All exceptions must be approved by the Associate or the Assistant Dean of the College.

After the first ten calendar days of the term, a student may drop a course without penalty up to mid-term, provided he or she has the approval of the adviser and the Dean. The course counts as one of the thirty-seven courses that a student may elect without extra charge. After mid-term, a dropped course counts as a failure unless there are extraordinary circumstances involved; such cases are evaluated by the Committee on Academic Standing.

During winter term, a student may drop a course up to mid-term without penalty, except as noted above.

Grades

All courses are graded by the instructor with one of fourteen grades. Each of these grades has a numerical equivalent which is used to determine a student's average and relative standing in the class. The letter grades with their numerical equivalents are shown on the next page.

A student must attain an average of at least 70 in all courses taken at Hamilton in the department of concentration that qualify for that concentration. For an interdepartmental concentration the average must be at least 70 in courses approved for the concentration. A senior who fails to make the required average will have no further opportunity to qualify for a Hamilton degree.

Passing Grades

Excellent	A+	(98)	Average	C+	(78)
	A	(95)		C	(75)
	A−	(92)		C−	(72)
Above Average	B+	(88)	Below Average	D+	(68)
	B	(85)		D	(65)
	B−	(82)		D−	(62)

Failing Grades

Failure	F	(55)
Serious Failure	FF	(40)

Standards for Oral Work

The College requires minimum standards of effectiveness in all prepared oral presentations.

Each freshman is required to take a scheduled proficiency test in the form of a brief prepared speech, on a topic of his or her choosing, given before a small group of freshmen and at least one member of the faculty of the Department of Speech. The student's performance is the basis upon which the Department determines whether or not the student should be strongly advised to enroll in an introductory level speech course. Proficiency testing begins with the college year and concludes in March. Prior to pre-registration in April the Department provides faculty advisers with the names of those students for whom an introductory speech course is strongly recommended as well as the names of those students judged able to pursue more advanced work. A freshman whose performance in an introductory speech course is, or has been, judged to meet the College's minimum standards is excused from the proficiency test.

Any member of the faculty may indicate that a student has not met the College's standards for oral presentation in a course. A student who accumulates two or more such warnings must take remedial work through a tutorial program offered by the Department of Speech or by such other means as the Department may approve. Such a student may not be graduated from the College until the Faculty Committee on Reading is satisfied as to his or her competence in meeting the College's standards for effectiveness in speaking.

Standards for Written Work

The College also requires minimum standards of correctness in all written work.

Each entering student is required to take a proficiency examination in English composition, and his or her performance on this examination is the basis upon which the English Department determines whether or not the student should be strongly advised to take English 110 during the first term

of College. Whatever the performance in English 110, those who wish further practice in writing are encouraged to elect English 120.

Any member of the faculty may indicate that a student has not met the required standards in the written work of a course. A student who accumulates two or more such warnings must take remedial work through the Writing Tutorial Program or by such other means as are approved by the faculty member who supervises the program. Such a student may not be graduated from the College until the Faculty Committee on Reading is satisfied as to his or her competence in meeting the acceptable standards of writing.

Pass-Fail Option

To encourage greater breadth in course elections, the Faculty has adopted a rule which allows a student to elect four courses over the four-year period on a pass-fail option. No more than one such option may be exercised in any given term. It should be emphasized that graduate and professional schools generally look with disfavor on the use of this option in course work considered crucial to the graduate field.

The pass-fail option is subject to the following rules:

1. No freshman is permitted to use the pass-fail option in the first term.
2. The instructor will not be informed of which specific students are taking a course on the pass-fail option unless such information is requested by the instructor.
3. The student must inform the Registrar of his or her intention to use the pass-fail option no later than the deadline for course changes.
4. The pass-fail option cannot be used in the student's department of concentration in the junior or senior year.
5. To qualify for a "pass," a student must earn at least the minimum grade required to pass the course.
6. Pass-fail will not be included in the student's average.
7. Although the instructor reports a regular grade, the student's record will carry either a pass or fail, as appropriate.

Suspension, Separation, and Withdrawal from College

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College, or who withdraws, is required to cease residing on the campus within forty-eight hours, unless permission to the contrary is granted by the Dean of Student Affairs.

A student who withdraws from the College during the academic year will be entitled to honorable withdrawal only if he or she clears the withdrawal with the Associate Dean of the College and with such departments or

offices as the Associate Dean may direct.

A complete statement of regulations governing academic performance and personal conduct appears in the *Student Handbook.*

Credits Earned Away from Hamilton

To insure proper supervision and validation, a student who desires to receive credit for study taken elsewhere during the summer, or at other times, should submit the program of study *in advance* for approval by the appropriate departmental chairman and the Committee on Academic Standing. Only courses passed with a grade of at least one level higher than the lowest passing grade at the institution where the study is undertaken will earn transfer credit at Hamilton.

Former Kirkland College Students Who Matriculate at Hamilton

The academic program of former Kirkland College students who matriculate at Hamilton is governed by a document entitled "Outline of Grade and Baccalaureate Options Open to Kirkland Students Who Matriculate at Hamilton." The document develops the principles contained in an agreement between the Trustees of Hamilton and Kirkland Colleges signed on December 3, 1977, and approved by the Hamilton and Kirkland Faculties on January 24, 1978. It is printed in the 1978-79 *Student Handbook* and copies of it are also available in the Office of the Dean of the College.

Briefly stated, former Kirkland students may elect to receive grades for their courses and pursue either Hamilton or Kirkland baccalaureate rules. They may also elect to receive written evaluations for their courses, in which case they must pursue Kirkland baccalaureate rules. A student with questions about the document should consult the Associate Dean of the College. The Committee on Academic Standing is responsible for the application and interpretation of the rules contained in the document.

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships, and prizes are described in the Appendix of the *Catalogue.* A list of those awards presented in 1977-78, along with their recipients, follows the descriptions.

Commencement Honors
Those students who shall have completed the entire college course with a standing in the first five per cent of the graduating class shall earn general honors and receive the baccalaureate degree *summa cum laude;* those in the next ten per cent, *magna cum laude;* and those in the next ten per cent, *cum laude.*

The two students who attain the first and second highest standing for the college course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honors, a student must have studied at Hamilton College for at least three years.

Departmental Honors
Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who shall have completed courses which satisfy the concentration with an average of not less than 88 and who shall have met with distinction additional criteria established by the faculty, such as performance in an honors program, a reading program, a senior seminar, a thesis, or a comprehensive examination. An average higher than 88 may be required, but in no case may honors be awarded on the basis of an average alone.

Dean's List
The College also recognizes academic achievement at the conclusion of the fall and spring terms. At these times, the Dean of the College makes public the names of those students in each class whose academic average for the term was 90 or above.

Phi Beta Kappa
The Hamilton chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for intellectual distinction. In September, the chapter may choose not more than five seniors having especially distinguished records during their first three years. Other seniors are elected in February and May. Except by unanimous consent of the chapter, not more than one-eighth of a

class may be chosen. Transfer students may be elected on the basis of two years' grades in Hamilton courses.

The Society of Sigma Xi

The Hamilton College Chapter of the Society of the Sigma Xi, the national honor society in science, was installed in 1965. The Society's purpose is to encourage original investigation in science, pure and applied. Students who show marked aptitude for research are eligible for election to associate membership. Nominations are usually based on the student's performance in the Hamilton Independent Study program.

Fellowships, Prizes, and Prize Scholarships

In addition to the honors listed in the preceding section, the College awards fellowships, prizes, and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general course work or in an essay or another exercise. A few prizes recognize service to the college community or personal character.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them.

Special Programs

Independent Study

After the first term of the freshman year, a student may engage in independent study in place of a regular course. The student's independent study proposal must obtain the approval of the faculty supervisor, the appropriate departmental chairman, the student's faculty adviser, and the Committee on Academic Standing. The Faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. Independent study requires discipline and responsibility; therefore, a student normally will not engage in more than one, and cannot engage in more than two, independent studies in any one term.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition, or visual arts.

The College recognizes that an internship or an apprenticeship experience can be a valuable supplement to a student's academic program. Students beyond the freshman year (eight courses) who are in good standing are eligible to engage in such internships and apprenticeships. Academic credit is not awarded for these off-campus experiences. Under the direction of a regular member of the faculty, and with the approval of the Committee on Academic Standing, students pursuing off-campus internships and apprenticeships approved by the College may at the same time be enrolled for independent study credits according to the general policies that govern independent study at the College.

Independent Coverage of Course Work

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding term.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate departmental chairman, the faculty adviser, and the Committee on Academic Standing. Both the department and the Committee must certify that the work has been successfully completed by a written examination. The fee for independent

coverage is $250, except when undertaken during a term in which the student is enrolled full-time, in which case the independent coverage counts as one of the thirty-seven courses available to the student through the payment of regular tuition.

Study Away from Hamilton

Qualified students may, with the approval of the Faculty, spend one to three terms studying in a foreign country or at another American institution and receive full credit toward a Hamilton degree. Interested students should consult with the Assistant Dean of the College well in advance of the term or terms in which they wish to study abroad or at another institution. Seniors must be on campus for their final term except when their absence is due to their participation in a program of study sponsored and conducted by members of the Hamilton faculty.

Hamilton College Junior Year in France and Academic Year in Spain

Hamilton College sponsors a Junior Year in France program. Enrollment is open to students whose preparation in French and intellectual maturity are sufficient to enable them to profit from courses in the humanities, fine arts, and social sciences taught in French. To be admitted, students must demonstrate a superior academic record and an adequate knowledge of French. The program, directed in France by a member of the Department of Romance Languages, begins with a session in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams, Swarthmore, and Mount Holyoke Colleges, Hamilton also sponsors a program in Madrid. This program is open to sophomores, juniors, and seniors who wish to pursue studies in Spanish language, literature, and civilization. To be admitted, students must demonstrate a superior academic record and an adequate knowledge of Spanish. Directorship of the program rotates among members of the faculties of the four collaborating colleges. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain.

Hamilton College Term in Washington

Hamilton College offers a program in Washington, D.C. for qualified juniors and seniors. The program is directed by a resident member of the Department of Government. It consists of internships in federal legislative and executive research and writing. Students are responsible for their own living arrangements. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. The Program awards four course credits towards graduation, of which two (325 and 327) count towards a concentration in Government. To qualify for the program a student must have taken at least one of the following: Government 222, 228, 250, or 331. Completion of Government 229 is recommended. The program is not restricted to those concentrating in

Government. Offered in the fall, it is also open to selected students from other colleges.

Senior Fellowship Program
Each spring the Dean of the College designates up to seven members of the junior class as Senior Fellows. Any student in the junior year may become a candidate by submitting a proposal for a senior year of independent study. The proposal usually grows out of earlier independent study courses and is framed in consultation with two faculty advisers of the student's choice. Senior Fellows are free of the conventional curriculum, but they may take such courses as are appropriate to their fellowship project and their educational goals. A written thesis is required at the close of the fellowship year along with a public lecture to the College community. Evaluation is made by the advisers and an examination committee.

Cooperative Engineering Program
To meet the needs of students who wish to combine liberal arts with education in engineering, Hamilton College has entered into cooperative arrangements with the School of Engineering at Columbia University, Rensselaer Polytechnic Institute, the University of Rochester, and Washington University. Under this arrangement qualified students may plan a combined course of study in which the first three years are spent at Hamilton and the remainder, usually two years, at a cooperating institution. Upon completion of the program, the student receives a Bachelor of Arts degree from Hamilton and an engineering degree from the cooperating institution. Full details of this cooperative program may be secured from the Dean of Admission at Hamilton.

Cooperative Arrangements with Neighboring Institutions
With the approval of the faculty adviser and the Committee on Academic Standing, a Hamilton student may take course work toward the baccalaureate degree at neighboring institutions. In recent years, students have enrolled in courses at Colgate University, Syracuse University, and Utica College of Syracuse University.

Post-graduate Planning

Just as Hamilton provides academic advisers to its students during their undergraduate years, so it endeavors to assist its students in their plans for post-graduate study and employment. The Associate and Assistant Deans of the College and the Dean of Student Affairs regularly advise students on post-graduate planning, as does the Director of the Career Center. Many individual faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately forty to fifty per cent of the men at Hamilton have entered graduate or professional schools directly after college. Forty to fifty per cent have entered the labor force, and the remainder have had indefinite plans. Approximately 25 per cent of the women have entered graduate school, and 35-50 per cent have entered the labor force.

Since a great many Hamilton students undertake graduate study, proper education for such work is an important aim of the college curriculum. The following comments may be helpful to the undergraduate in planning for preparation for various types of graduate study.

Medicine and Dentistry

Virtually all accredited medical and dental schools require one year of biology, two years of chemistry, and one year of physics. Many medical schools also require or recommend one or more years of English, mathematics through calculus, a foreign language, and additional science courses. Students interested in medicine and dentistry are advised and assisted by a Pre-Medical Committee composed of faculty members. Ultimately, however, the student is responsible for meeting the requirements of the medical or dental schools of his or her choice.

Law

In recent years more than ten per cent of each Hamilton graduating class has entered law school immediately upon graduation. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by a Pre-Law Committee composed of faculty members and the Director of the Career Center.

Teaching
Hamilton is proud of the number and quality of its graduates who are school administrators and teachers. For a number of years the College has had a program and a curriculum that led to satisfaction of the requirements for the provisional certificate to teach an academic subject in the State of New York. In recent years, however, pressures have been mounting to change the nature of preparation for a career in teaching, and because this preparation diverged increasingly from a liberal arts curriculum toward professional training, the Faculty recently voted to discontinue course offerings in education as of June, 1979. Students interested in a career in teaching should plan their course of study so as to prepare themselves for entrance in a post-baccalaureate MAT Program. The Associate Dean of the College serves as adviser to such students, and the College has cooperative arrangements with several institutions that offer graduate programs leading to an advanced degree and certification.

Business, Government Service
For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is probably well-developed skills in reading, speaking, and writing, a wide choice of courses, and concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of business administration are strongly advised to take mathematics at least through the calculus.

Engineering
Please see Cooperative Engineering Program.

Graduate Study in Arts and Sciences
A student who plans to undertake graduate study should consult as early as possible during the undergraduate years with the chairman of the department in which he or she will concentrate. Students should try to find out both the requirements for the primary field of interest and appropriate related courses. For example, students considering a career in chemistry need to know what courses will enable them to qualify for a certificate issued by the American Chemical Society as well as the courses most helpful toward graduate work in chemistry. A student considering geology as a concentration should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus is particularly important to the scientist, the economist, and very frequently the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish, or a nonwestern language will be helpful.

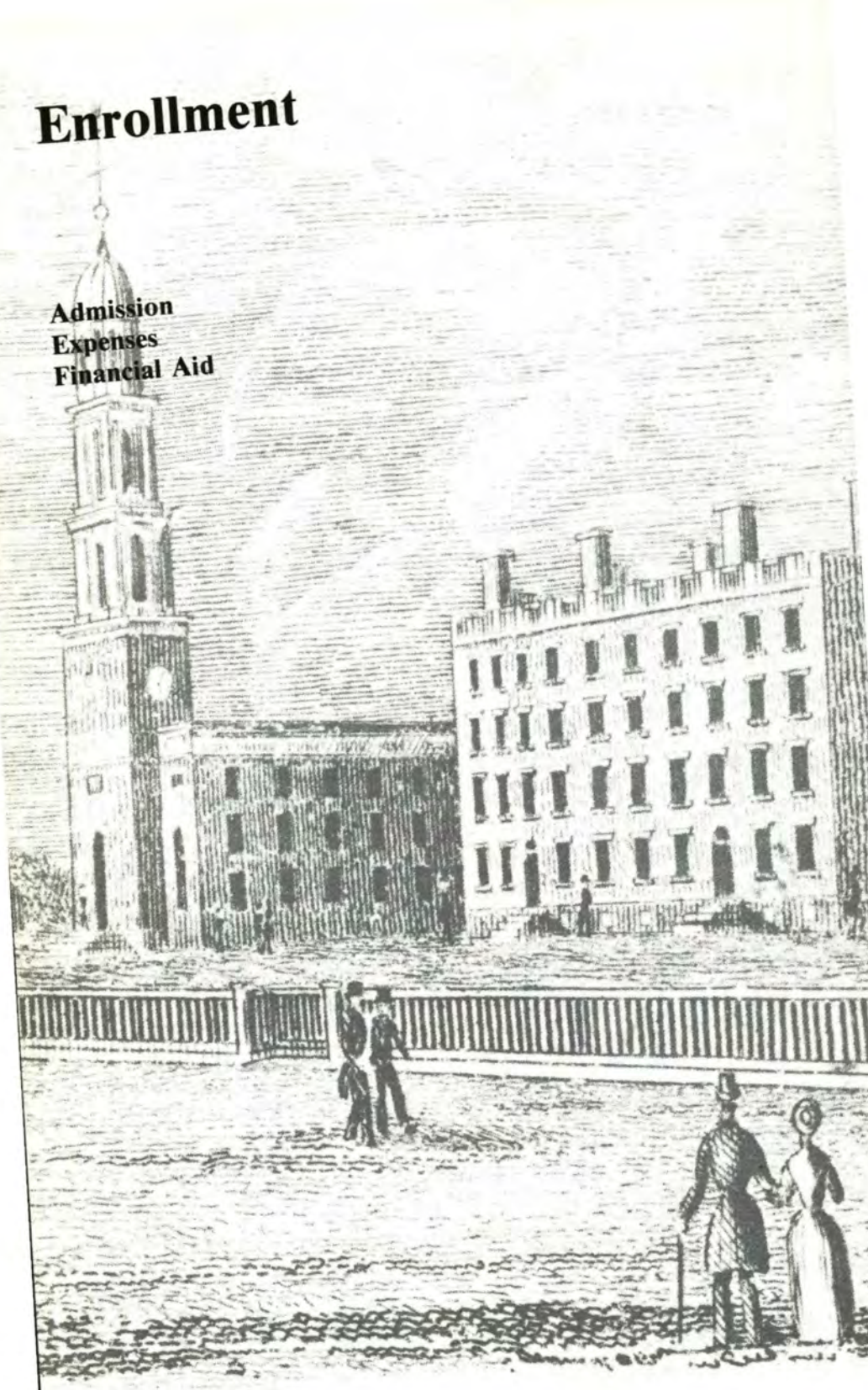
Whatever the interests may be, a student contemplating graduate work should consult the catalogues of major universities as to the requirements for advanced work. The knowledge so gained will permit useful planning in consultation with the appropriate departmental chairman.

Career Center

The Hamilton Career Center in Kirner-Johnson organizes and directs activities concerned with career exploration and job search for the benefit of all Hamilton students. It arranges campus visits by employers, career seminars, and a program of vocational advice and assistance from alumnae and alumni. The office maintains an extensive library of reference books and catalogues concerning graduate study in the United States and abroad, as well as information on internships, volunteer programs, summer employment, and off-campus academic programs. The Center also aids students in finding part-time employment during the academic year. Finally, the Center maintains a continuing file of credentials on each senior who wishes employment assistance.

Enrollment

Admission
Expenses
Financial Aid



Admission

Hamilton seeks young men and women of intellectual promise who share the common characteristic of being seriously committed to the pursuit of a liberal arts education, who have the capacity to profit from, and contribute to, the intellectual life of the College, and who, through their diverse talents and skills, can make significant contributions to the extracurricular life of the College. These principles serve as the criteria on which candidates for admission are judged. In each year the number of applicants far exceeds the available places in the freshman class, and as a consequence, admission to the College is highly competitive.

The Committee on Admission and Financial Aid, composed of sixteen members of the faculty and administration, reviews each student's application individually and reaches a decision by consensus. Among clearly qualified candidates, some preference is given to sons and daughters of alumni and to students who live in geographical regions not already well represented in the College. The Committee also makes special efforts to identify talented students from minority groups and from backgrounds which may have hindered the normal development of academic potential.

Requirements for Admission

First, a candidate for admission is expected to complete a secondary school course which gives preparation for the work of a liberal arts college. Sixteen units are required, drawn from the usual college preparatory subjects of English, mathematics, foreign language (ancient or modern), science, and social studies. Although the College does not prescribe how these subjects shall be distributed, it expects a minimum of four years of English, three years of mathematics, two years of science, and three years of one foreign language. If this language is to be continued at Hamilton, it is strongly recommended that it be studied through the senior year of secondary school. Candidates who propose to participate in the Cooperative Engineering Program should offer strong records in mathematics and the physical sciences. Due to the intellectual demands of Hamilton's academic programs, candidates are urged to pursue a strong academic program during the final secondary year and to carry a minimum of four preparatory courses. Hamilton College stresses above all else the ability and the motivation to do intellectual work, and so it will consider the applications of highly recommended candidates whose preparation is somewhat irregular in the number of units presented and in the subjects studied. The deadline for submitting applications is March 1.

Second, a candidate must submit results of either the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT Test Battery of the American College Testing Program. Although College Entrance Examination Board Achievement Tests are not required, candidates who take these tests are encouraged to submit the results. Because the ability to write clearly is emphasized at Hamilton, applicants are particularly encouraged to submit the results of the English Composition Test With Essay. All testing should be completed no later than February of the calendar year in which the student wishes to enter the College.

Third, because of the College's interest in the individual, a personal interview on campus is required of each applicant. A campus tour is provided at the time of the interview. For an applicant who resides a great distance from the campus, an off-campus interview may be arranged. The candidate should write or telephone the Admission Office (315-859-4421) to request a specific date for an appointment. The Admission Office is open Monday through Friday from 9:00 a.m. to 11:30 a.m. and from 1:30 p.m. to 4:00 p.m. Except during June, July, and August, the Office is also open Saturdays from 9:00 a.m. to 11:30 a.m., but candidates are encouraged to schedule interviews on a weekday. A secondary school junior should defer a visit until after May 2 of the junior year. Overnight accommodations are available with student hosts or in the Bristol Campus Center. Reservations are necessary and should be made through the Admission Office.

Early Decision

Candidates whose first choice is Hamilton may ask for an early decision on their application. They may apply as early as July 1 and as late as February 1. Regardless of the date of application, candidates will be notified within two weeks after their application file is complete. If admission is offered, it is understood that the candidate will not apply to other colleges, or, if other applications have already been submitted, that they will immediately be withdrawn. Should the applicant be a candidate for financial aid, action will be taken on this application at the same time as the application for admission. Early decision will be based on: first, the candidate's school record through the junior year; second, the recommendation of the secondary school; third, the results of the Scholastic Aptitude Test or the American College Test taken in the junior year; and fourth, the personal interview. Candidates should not request an early decision unless they are absolutely certain that Hamilton is their first choice.

Early and Deferred Admission

A candidate who can meet high school graduation requirements by the end of the junior year and who wishes to matriculate at the College during the following fall will receive the same consideration as any regular applicant.

Any admitted candidates who wish to delay entrance for one year and who are certain that Hamilton is their choice may request deferred admission. A place will be reserved for them on payment of the required registration deposit of $100. Candidates requesting deferred admission

should understand that they are bound by the same commitment to attend Hamilton as those who seek an early decision.

Admission with Advanced Placement

Entering freshmen who score satisfactorily on placement tests given by the College Entrance Examination Board may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement, or credit, or both. Information about these tests can be obtained from the College Entrance Examination Board. In addition, entering students who have been enrolled in early admission, enrichment, or similar college-level programs offered by two- or four-year colleges also may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement, course credit, or both. It should be noted, however, that college credit is usually granted only for course work taken on college campuses in courses studied with regular college faculty in competition with college students.

Higher Education Opportunity Program

Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), which is designed to provide a wide range of services to qualified applicants who, because of educational and economic credentials, would otherwise be unable to attend college. These services include a summer session in preparation for admission to college, counseling, and tutoring. Hamilton College financial aid funds are available to students admitted under HEOP. For further information, applicants should contact the Director, Higher Education Opportunity Office, Hamilton College.

Transfer from other Colleges

The College is interested in the well-qualified student who wishes to transfer to Hamilton. Because of the College's graduation and residency requirements, no transfer student may be admitted as a member of the senior class. Admission by transfer is normally granted only to applicants who have maintained superior records.

Transfer candidates must submit official records of all collegiate work taken and two letters of recommendation, one of which must be from the Dean of Students at the institution most recently attended. The deadline for transfer application is March 15. Admission decisions are mailed in mid-May. Special consideration is given to graduates of junior or community colleges. Financial aid is available to transfer students who require it.

Foreign Students

The College wishes to attract a student body which is geographically diverse. Therefore, applications from superior students from other countries are encouraged. All foreign students must submit the results of the Test of English as a Foreign Language (TOEFL), in addition to the materials mentioned above. Financial aid is available to foreign students when needed.

Registration

Freshmen must report several days before the formal opening of the College. During these days each freshman has an interview with his or her faculty adviser and takes aptitude and achievement tests. The information supplied by the tests is used by the Deans and by faculty counselors to help each student adjust to the life and work of the College.

All students must register before the opening of the College. Schedules of returning students are revised at this time, if necessary, and the schedules of new students arranged.

Alumni Admission Representatives

Many alumni are able to supply candidates with current information about the College. Names of alumni in a candidate's region may be obtained by writing the Office of Admission.

Expenses

A college education of the quality that Hamilton offers is necessarily expensive. Although—thanks to the College's endowment and the gifts and grants it receives—the tuition charge represents only one-half the actual cost of a student's education, many Hamilton students (nearly forty per cent of those enrolled in an average year) need financial aid. Scholarship money, employment opportunities, and loans have been provided for those who demonstrate this need. For detailed information, see the Financial Aid section. The fixed charges for a year at Hamilton to cover tuition, board, room, and the activity fee amount to $6,475. A student will need $150-$200 to cover the costs of books and supplies at Hamilton and approximately $400 for personal expenses. The actual amount will depend in part on the distance between home and the College.

College Fees

Application Fee
A non-refundable fee of $20 must accompany each application for admission.

Registration Deposit
Candidates offered admission must pay by May 1 a non-returnable deposit of $100. This fee is credited on the first bill.

Guarantee Deposit
A initial guarantee deposit of $25 is required from each regularly enrolled student upon entering College. This deposit will be held to ensure final payment of minor bills. Any unused balance will be returned after the student leaves College.

Tuition and Other Charges for 1978-79

Tuition	per year	$4,625
Room (dormitory)	per year	850
Board (in College dining halls)	per year	950
Activity Fee	per year	50

Partial Tuition
For the occasional special or non-matriculated student given permission by the faculty to carry less than the minimum full-time program of four courses, the tuition charge will be applied at the rate of $525 per course.

Overelection Fee
Tuition paid over the full four years covers the 35 required courses, plus a maximum of two additional courses taken anytime during a student's program. Students who enroll in more than 37 courses (exclusive of Music 131-132, Music 141-142, and Music 231-232) pay an overelection fee of $525.

Room and Board
The figures given above are those for rent of a room in a College dormitory and for board in College dining halls. Rates for room and board in fraternity houses are determined by each house. The College provides a 6'6" bed with mattress, a desk, chair, and dresser for each occupant. Because of dormitory financing commitments, a student who moves from a dormitory to a fraternity house more than two weeks after the opening date of any semester will not be entitled to any rebate on room rent. Students who elect an alternate meal plan (less than nineteen meals a week) will be entitled to a modest rebate of $37.50 on their board bill, provided the election is made within two weeks of the opening date of a semester. It is the policy of the College that all unmarried students not living at home must live in either a College dormitory or a fraternity house. Exceptions to this policy may be granted by the Dean of Student Affairs. Those given permission to make their own board arrangements will be assessed a service charge of $25 for this privilege.

Activity Fee
In the spring of 1978, the Student Senate recommended, and the Board of Trustees approved, a student activity fee, to be paid by all students, that would be used to fund student organizations. The funds collected from this source will be allocated by the Student Assembly and the Publications Board.

Medical Service
Medical services include medicines, treatments, and X-rays at the College's Health Center. These are without charge except that medicines which cost in excess of $1.50 for a routine course of prescribed treatment, and laboratory test materials costing in excess of $1.50, will be charged to the patient. Board for patients not on the College meal plan is charged at the current College rate.

Group Accident Insurance
Accident insurance is extended without separate charge to all regularly enrolled students.

The Basic Plan will cover the actual cost of up to $500 of any medical or surgical treatment, including hospitalization, and the services of trained nurses and other necessary medical charges that may be required as the result of an accident. Excluded, however, are the cost of eye glasses, hearing aids, and examinations for the prescription or fitting thereof.

There is a $50 deductible clause applying to each incident except those incurred in varsity sports participation or in approved intramural athletic contests.

In addition to the Basic Plan, the College has a Major Medical Plan. Under this plan, the insurance carrier will pay eighty per cent of expenses resulting from an accident and in excess of $500 up to a maximum of $7,500 per accident.

Coverage under both plans runs for nine months, from September to May, and affords protection against all accidents, whether sustained at the College or elsewhere. Treatment must commence with 180 days following a given accident. All bills and charges in connection with a given accident must be presented to the College within two years of the time of the incident.

Except as described above, the College assumes no responsibility for medical or health services to the students.

Independent Coverage Fee

A fee of $250 is charged for an approved independent coverage of a course.

Music Fees

Private instruction in voice or instrument during the fall and spring term is $75 for ten weekly half-hour lessons, $150 for ten weekly hour lessons. Instruction is available during the winter term at $7.50 a half-hour lesson, $15 an hour lesson. Financial assistance is available for scholarship students. Information can be obtained from the Director of Financial Aid.

Charges for Damage

The College attempts to keep damage to its property at a minimum by prorating, among the entire student body, the cost of any damage for which the responsible party cannot be identified. A bill for this charge is sent at the end of the academic year.

Payment of Bills

One half of the annual charges are billed in mid-summer and the other half in December. These bills are mailed in summer to students' homes and in December to their college addresses. All bills are due and payable within thirty days from date of billing.

Many organizations and banks offer various payment plans for tuition and fees. These allow for payment periods as long as 72 months. The College does not advocate any particular plan, but the Office of Financial Aid has a list of organizations which can be supplied on request.

Any student whose bill is not paid as provided herein may be excluded from classes. No student whose college bills are unpaid may receive a degree or honorable dismissal, have his grades recorded, or obtain a transcript of his record.

All refunds to a student withdrawing from the College are based on the date on which the student, parent, or guardian notifies the Dean of the College of withdrawal. The College policy on the refund of payments to

students who withdraw voluntarily, or due to illness, or who are dismissed during any semester is stated below. No other refunds are possible.

Tuition and the student activity fee are refunded as follows:

1. Withdrawal or dismissal during the first two weeks of the semester: 80 per cent.

2. Withdrawal or dismissal during the first four weeks of the semester: 40 per cent.

3. Withdrawal or dismissal during the first six weeks of the semester: 20 per cent.

4. After six weeks: no refund.

Room charges will not be refunded if a student withdraws.
Board charges will be refunded on a pro rata basis.

Financial Aid

The College wishes to attract a student body diverse in interests, geographic background, and economic status. Accordingly, it provides for assistance to many students through College grants, part-time employment, and long-term loans. Any applicant for admission is eligible to apply for financial aid, but awards are made solely on the basis of need.

Hamilton is a member of the College Scholarship Service of the College Entrance Examination Board. This Service assists the College in determining the student's need for financial aid. The filing of the Financial Aid Form prior to February 15, 1979 will ensure that a candidate is considered for any Hamilton scholarship, or federal awards administered by the College, for which he or she may be eligible. The Financial Aid Form is the only form that need be filed by entering students for initial consideration. The form may be obtained from a secondary school or from the College Scholarship Service, Box 176, Princeton, N.J. 08540, or Box 1025, Berkeley, Calif. 94701. For further information, candidates should write to the Director of Financial Aid, Hamilton College, Clinton, N.Y. 13323. The College will also accept in place of the Financial Aid Form the Need Analysis Form of other services approved by the United States Office of Education, including American College Testing and Financial Aid Service.

An application for financial aid cannot be considered until the candidate also has applied for admission to the College. The decision to admit an applicant is normally made independently from decisions about financial aid. Admission in no way guarantees the granting of financial aid. Aid normally is awarded for an academic year and credited to College bills, but it may be adjusted at any time if circumstances warrant. Awards are re-evaluated each year, and so in the spring of each year, students who wish to be considered for the renewal of an award must file an application with the Director of Financial Aid.

Hamilton maintains a substantial student financial aid program in order to maintain a diverse student body. Therefore, candidates with limited family resources are encouraged to apply. When determining the amount of financial aid a candidate is eligible to receive, in addition to income, the College also considers assests, family size, the number of family members in college, medical expenses, and other circumstances which may affect a family's contribution toward educational costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton scholarships, loans, or jobs; New York state and Federal scholarships, grants, and loans; and various non-college awards made directly to the individual by private organizations.

Hamilton Scholarships

Over the years, the College has developed a strong and diverse program of scholarship aid. Hamilton scholarships are supported by endowed funds, established through the generosity of alumni and friends, by annual grants, and by the College's operating budget.

General Scholarships

Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of academic and personal promise as well as on the degree of financial need.

These grants are supported by the income from more than seventy endowed scholarship funds, from annual grants, and by the general funds of the College. Stipends range in amount from one hundred dollars to total expenses and are awarded on the basis of need. (See Appendix for a partial list of General Scholarships.)

Special Scholarships

To be eligible for these scholarships, a student must be eligible for financial aid and must also meet certain requirements or restrictions set by the donor or the College that the recipient be part of a special group. For example, Hamilton has scholarships available for the children of secondary school teachers; for students transferring or graduating from New York State community colleges; for residents of certain geographic areas; for foreign students; and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see listings in Appendix.)

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Those prize scholarships which do not require need will vary in the amount of their awards, depending upon whether or not the recipient is eligible for financial aid. (See Appendix for listing.)

College Loans

The Theodore M. Pomeroy Loan Fund, established in 1916 for the purpose of "assisting worthy young men to acquire an education at Hamilton

College," is now valued at approximately $25,000. Loans granted to seniors are repayable within three years of graduation (interest at three per cent computed from the time the student leaves college), and by other students before returning to college the following fall with interest at three per cent charged from the time the loan is made.

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess of Utica. Income from the fund will be loaned to deserving students in need of financial assistance. According to the terms of the will, "Before any loan is granted to any student, said student shall agree to repay the loan so made to him and to begin to make payments on said loan within two (2) years after his graduation or on entering his life work and to complete repayment of said loan within five (5) years after graduation or on entering his life work, with interest at five per cent (5%) per annum to commence at his graduation or on entering his life work."

The Elmer C. Sherman Loan Fund, effective in October, 1963, was established under the will of Ida M. Sherman in memory of her husband, a member of the class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged on these loans. The entire loan must be repaid within three years after graduation.

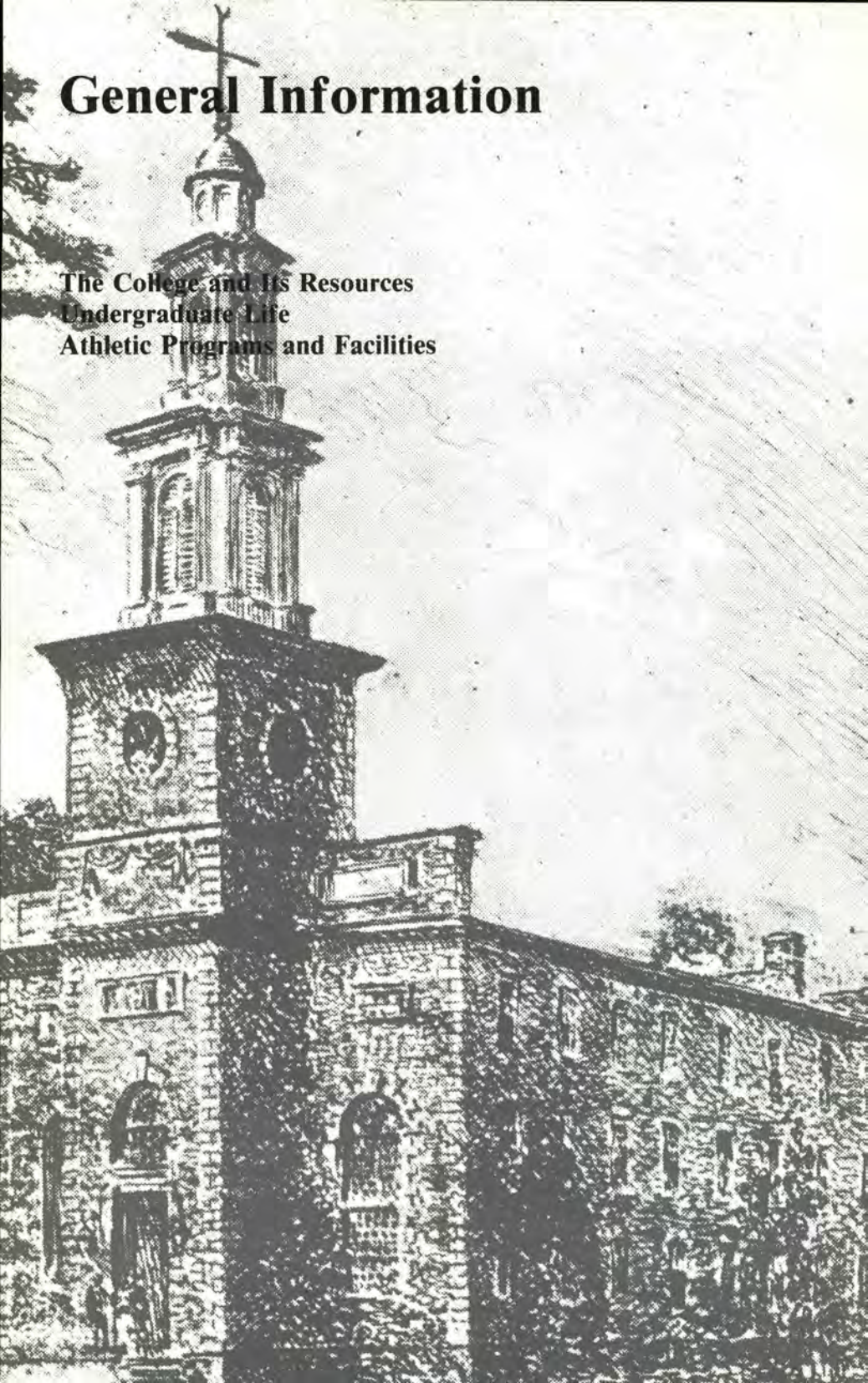
Student Employment

The Federal College Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, are under the supervision of the Career Center. (See the Appendix for additional information.)

Federal and State Scholarships and Grants

A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the Appendix.

General Information



The College and Its Resources
Undergraduate Life
Athletic Programs and Facilities

The College And Its Resources

Buildings and Grounds

In all, the College owns more than 1,500 acres of woodlands, open fields, and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. The Root Glen, the gift of Mrs. Edward W. Root in 1971 and for many years beautifully tended under her devoted supervision, is remembered by all students and visitors who have strolled its shale paths. The College consists of 38 buildings on two campuses: the original campus arranged in two compact quadrangles, now called the Stryker Campus, and the adjacent Kirkland Campus, just south of College Hill Road, which was constructed in the late 1960s.

The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years Chairman of the Board of Trustees, this modern facility provides Hamilton with one of the finest small college libraries in the nation. The Burke Library has been designated by the Central New York Library Resources Council as the Bibliographic and Reference Center for the four-county region.

The Library contains more than 325,000 volumes, and the collection is being constantly augmented by new acquisitions in response to ever-changing and expanding academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences, and the humanities. A separate science collection is maintained in a special library in the Science Building. In addition to books, the Library regularly receives approximately 1,300 periodicals, together with an increasing amount of microform material. Additional material for research purposes is available through interlibrary loan arrangements with other libraries.

Students have free access to the collection, and a program of instruction familiarizes them with library resources and services, as well as research techniques. Study carrels are provided for students preparing term papers or engaged in independent projects.

Among the Library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, the McIntosh Collection in women's studies, and the Alumni Collection of

books written by and about graduates of the College. In addition, an area of the first floor of the Library contains easy chairs and a browsing collection of books selected for leisure-time reading. Seminar rooms for small classes and an audio-visual services center are also located in the Library.

Classrooms, Laboratories, Offices

Benedict Hall (1897)
The gift of Henry Harper Benedict, Class of 1869 and one of the pioneers in the manufacturing and marketing of the typewriter, the building houses faculty offices and classrooms.

Kirner and Johnson Buildings
Located on the Kirkland Campus and completed in 1972, these adjoining buildings house classrooms and seminar rooms, faculty and administrative offices, and a 200-seat lecture hall. They were named for Mrs. Walter R. Kirner and Mr. V.E. Johnson.

List Art Center (1969)
The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts on the Kirkland Campus, has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; a rehearsal hall, teaching studios and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms and faculty offices.

Root Art Center
One of the oldest buildings on the Hill (1804) and originally an inn called Lee's Tavern, it was the Root family home for more than a century. The Center, opened in 1958 and named for the art collector Edward W. Root, contains art galleries, the offices and classrooms of the Music Department, an electronic studio, listening rooms, and a record library.

Root Hall (1897)
Given by Elihu Root, Class of 1864, in memory of his father, Oren, Professor of Mathematics, the building was originally the Hall of Science. It houses classrooms and faculty offices.

Saunders Chemistry Building
Erected in 1903, rebuilt and enlarged in 1930, the building recently underwent extensive modernization and renovation, and in 1978 was named in honor of Arthur Percy Saunders, long-time Professor of Chemistry and former Dean of the College. It houses a small auditorium and classrooms, as well as offices and laboratories, including the new Bristol-Myers Laboratory.

Science Building
Constructed in 1925 and enlarged in 1965, it contains offices and laboratories of the Departments of Biology, Geology, Physics, and

Psychology, and two small auditoriums. It also houses the Oren Root Mineralogy Collection, the nucleus of which was assembled circa 1850 by Mr. Root and which now consists of more than 100,000 specimens of fossils, rocks, and minerals.

Silliman Hall (1889)
The gift of Horace B. Silliman, Honorary 1890, and originally the College YMCA center, it houses faculty offices, classrooms and the language laboratory.

Computer Center

The College Computer Center is located on the lower level of the Burke Library. Campus computer services are provided by a combination of a local NCR 101 computer system and a 24-hour-a-day remote line to Cornell University's IBM 370-168 computer system. This gives the college community access to the full capabilities of the most powerful IBM system currently in operation.

The Center offers short non-credit courses to students and faculty to prepare them for use of the system and assists them in the preparation and implementation of their projects. Courses involving use of the computer are presently found in Biology, Chemistry, Economics, Government, History, Mathematics, Physics, Psychology, and Sociology. Over one third of the students use the computer each year.

The Observatory

The Hamilton College Observatory, constructed in 1975, has enabled the College to revive a tradition in astronomy which dates back to the 1850s. At that time, Hamilton had the second-largest telescope in the United States, presided over by Professor Christian H.F. Peters, an eminent astronomer of his day.

Made possible through a gift of Elihu Root III, the observatory dome houses an 11 1/4" Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space and shelter for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. The observatory is off College Hill Road, on Peters Road, a quarter-mile from the campuses.

The Chapel

Designed by architect Philip Hooker and completed in 1827, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is also frequently utilized for public lectures, concerts, and college assemblies.

The Minor Theater

Originally constructed in 1872 as Perry Hiram Smith Hall, it served as Hamilton's first library building and was later the college infirmary. It was converted into a theater in 1962 through the generosity of the late Clark H. Minor, Class of 1902 and former Chairman of the Board of Trustees. It is used for student productions and college-sponsored work in drama. The basement contains the studios of the student-operated radio station, WHCL-FM.

Bristol Campus Center

The William McLaren Bristol Campus Center, dedicated in 1965, is a four-story student activities building named for the co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include a snack bar, six bowling lanes, billiards, table tennis, a book store, laundromat, lounges, meeting rooms, offices for student organizations, and guest rooms. In addition, the building provides gallery space for several art exhibitions during the year.

McEwen Hall

The central building on the Kirkland Campus is named after Robert Ward McEwen, fourteenth president of Hamilton College. It houses administrative offices, dining facilities, the Coffeehouse, a formal reception area, a cinema lab, and a television lounge.

The Afro-Latin Cultural Center

Opened in 1969, the Afro-Latin Cultural Center affords facilities for the presentation of Black and Latin perspectives through discussions, lectures, art exhibits, and similar educational, cultural, and social events. The building is open to, and used by, all members of the college community.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's thirteenth president, was completed in 1959, and an addition was constructed in 1972. The building contains fourteen beds, isolation room facilities, modern and fully equipped examination and treatment rooms, and X-ray and laboratory facilities.

The center is staffed by two physicians, a clinical psychologist, a counselor, and registered nurses. In addition, a psychiatrist, a radiologist, and an orthopedic surgeon act as consultants to the Health Center staff. Consultants in other fields are used as required.

Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick is as old as the

College itself. In 1834, it became the home of Horatio Buttrick, then superintendent of buildings and grounds and registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. Secretary of State and winner of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters for the past fifty years.

Dormitories

Hamilton believes the educational and personal growth opportunities available to students are enhanced when all members of the Community are in residence together. Toward this end, students are required to live in one of fourteen dormitories or nine fraternity houses on the campus. Freshmen are housed in clusters in all dormitories and each cluster is assigned a Freshman Advisor, an upperclassman who lives in the same area.

It is the goal of the College to provide all students with the maximum number of housing options. Both single-sex and coeducational housing are offered. On the Stryker campus, student residence halls include Carnegie, Kirkland, North, and South, built in several different nineteenth century architectural styles and containing rooms ranging from singles to quads; and Dunham Dormitory, recently renovated to offer a variety of rooms. On the Kirkland Campus, residence halls include Babbitt and Milbank, housing six-person suites with kitchens; Major, McIntosh, Minor, and Root, containing singles and doubles and large lounges; and Keehn, offering a co-operative living arrangement. Somewhat farther down the Hill is the popular Bundy residence quadrangle, containing large singles and doubles.

Dining Halls

There are three dining halls: Soper Commons on the Stryker Campus, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; McEwen Dining Hall on the Kirkland Campus; and the Bundy Dining Hall in the Bundy residence quadrangle, named for Harlow E. Bundy, Class of 1877. Students may eat at any of the three places, whichever is most convenient.

Kirkland Cottage

The oldest building on campus, Kirkland Cottage was first constructed as a home in 1792 near the foot of College Hill by Samuel Kirkland, the founder of Hamilton College. In 1925, it was moved uphill to its present site and later restored. Its furnishings now include Samuel Kirkland's desk and chair and other items of historical interest. The cottage is used by the senior honorary society, Pentagon, for its meetings and for the matriculation of the freshman class.

Undergraduate Life

The College strongly believes that young men and women should be treated as responsible individuals and that personal growth, both intellectual and ethical, should take place in an atmosphere of freedom. This freedom, under the guidance of skilled and experienced adults, is thought to make an important contribution to the learning process. The close community relationship that develops among faculty, students, and staff in this atmosphere is a vital and perhaps unique element in the Hamilton experience.

The Honor System

Begun more than sixty years ago, the Honor System is remembered by many Hamilton students as one of the most important features of their college careers. Forming a bridge of trust between students and faculty, it stands as a symbol of academic integrity.

The Honor Code governs all examinations and other academic work submitted for a grade. It creates two imperatives for each student: to refrain from fraud, and to report observed fraudulent action on the part of any other student. Under the Code, students take examinations without proctor and assume other responsibilities that conventionally would be under faculty or administrative control.

Violations of the Honor Code are reviewed by the all-student Honor Court, which has the power to levy penalties up to and including expulsion from the College.

The Judiciary Board

The College has few non-academic rules and regulations beyond the general proviso that the student is expected to act in a mature manner and to be responsible for his actions at all times. When violations occur, they are referred to the all-student Judiciary Board, which, like the Honor Court, may impose penalties ranging from warnings to expulsion.

The Honor Court and the Judiciary Board reflect the strongly held faculty belief that students should be judged by their peers and, when necessary, penalized by them. Although decisions of both groups are subject to faculty review, they are seldom overturned.

The Publications Board

Consisting of students, faculty, and administrators, but always having a student majority and chairman, the Publications Board oversees all

Hamilton student publications. It approves budgets for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper, yearbook, literary magazine, several smaller publications, and radio station are all operated and managed wholly by students.

The Student Assembly

The functions of student government at Hamilton are vested in the Assembly. Consisting of representatives from each class, the Inter-Dorm Council and the Interfraternity Council, the Assembly represents the student voice in matters of importance to the College. In addition, the Assembly's Funding Committee makes allocations to student organizations from the Student Activity Fee. Other Assembly Committees include Admission, Curriculum, Health, Food Service, and the Program Board.

Students also sit as members of several trustee committees. Each fall, a group of students, faculty, administrators, trustees and alumni gather at the Adler Conference, in the Adirondacks, for informal discussion of issues facing the College.

Student Organizations

The Black and Latin Student Union was founded by students in 1968. Although primarily concerned with making the Hamilton experience more rewarding to Black and Puerto Rican students, the Union also concerns itself with the activities of Black and Puerto Rican communities off the campus. The Afro-Latin Cultural Center was established in 1969 to make more visible and vivid the reality of Black and Puerto Rican cultural history. Its activities, programs, and exhibitions are sponsored by the Union. These include an annual Cultural Weekend, featuring guest appearances by outstanding Black and Puerto Rican artists, and events planned in conjunction with area Black and Puerto Rican communities.

The Debate Club keeps alive the long tradition of debate in Hamilton's history. Each year members of the Debate Club travel around the country to participate in the top tournaments. Since 1922, Hamilton has had a chapter of Delta Sigma Rho, the honorary forensic society.

The departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers, and similar events. Such groups are sponsored by the Biology, Philosophy, French, Spanish, and German Departments.

The Environmental Ecology Committee operates a recycling program on campus and investigates environmental problems in the surrounding area.

The Free School of Clinton unites the talents of the College community and the town of Clinton to offer courses, open to both groups, not ordinarily found in the Hamilton curriculum. The Free School is sponsored by the Interfaith Forum.

The International Students Club is an association of foreign students at Hamilton. Club members regularly present films and lectures about their

home countries, both on campus and in the surrounding community.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing, and cave exploration. It also sponsors lectures and films on these subjects. It is a member of the Intercollegiate Outing Club Association, which helps coordinate trips with other colleges.

The Root-Jessup Public Affairs Council is an undergraduate organization, with student officers and a faculty adviser, whose purpose is to stimulate student discussion of current national and international issues. The group sponsors discussions and a major lecture series whose recent participants have included Shirley Chisholm, Ramsey Clark, Dick Gregory, and William F. Buckley. The Council is named for the distinguished diplomats, Elihu Root, Class of 1864, and Philip Jessup, Class of 1918.

The Women's Center was founded in order to provide a focus for the concerns of women at Hamilton. As such, it operates a Resource Center, and sponsors a number of films, workshops, and speakers open to all members of the College community.

Service Organizations

Hamilton students interested in making a contribution toward the solution of some of modern society's problems are given a number of rewarding opportunities for doing so in student service organizations. At present, nearly twenty percent of the College's students participate in at least one of these groups, which are operated independently under Student Assembly charter and coordinated by the Interfaith Forum.

The Utica Tutorial Program provides student tutors for disadvantaged elementary school pupils in Utica on a weekly basis throughout the academic year. The project also provides opportunities for the pupils to take part in a variety of special programs on the campus.

The House of Good Shepherd Program enlists student volunteers to work at a home for elementary and high school students who have been separated from their families for a variety of reasons.

The Marcy Psychiatric Center Program organizes weekly visitations by students at a nearby mental institution. Student volunteers conduct group socialization activities where patients from several wards are brought together. Some volunteers work one-on-one with particularly isolated or anti-social patients. Patients of all ages are involved in the program.

The Gillmore Village Recreation Program was initiated in answer to a request from a division of the Utica Community Action Commission. Working with volunteers from Utica College, students have organized a weekly recreation program for youngsters living in this low-income housing development.

St. Elizabeth's Hospital Program provides volunteers with an opportunity to contribute services to a fairly large community hospital. Although not limited to pre-medical students, the program is of special interest to this group.

The Handicapped Children's Program works closely with the Utica Cerebral Palsy Association and helps youngsters afflicted with this disease. These volunteers also work on a regular weekly basis, with special emphasis on swimming and other recreational activities.

The Rome Developmental Center Program sends student volunteers to work at a nearby school for the mentally retarded.

Fraternities

There are nine social fraternities active at Hamilton: Sigma Phi (1831)*, Alpha Delta Phi (1832), Psi Upsilon (1843), Chi Psi (1845), Delta Upsilon (1847), Delta Kappa Epsilon (1856), Theta Delta Chi (1868), Emerson Literary Society (1882), and Delta Phi (1950).

Rushing takes place during the first term; pledging during the second. In 1977-78 slightly more than half the freshman males pledged. Several fraternities also invite women to pledge.

**Dates indicate year in which Hamilton chapter was established*

Religious Activities

The religious program at Hamilton reflects the diversity of interest within the community.

The college chaplains are available for personal counseling. The Interfaith Forum, made up of students and faculty working with the chaplains, sponsors a variety of religious and social activities.

Roman Catholic Mass is celebrated on Sunday in the Chapel, and the Free Church of Clinton also holds regular services. A series of theological discussions takes place Sunday evenings in the Kirner-Johnson Building.

The Jewish Students Group meets periodically for programs of discussion, and Sabbath services are held on Friday. Home hospitality is arranged with families in Utica, New Hartford, and Clinton during the High Holy Days.

The Christian Fellowship sponsors a daily gathering for prayer and also arranges a weekly Bible Study. Other groups represented on campus include the Christian Science Association, a Buddhist organization, and the Bah'ai World Faith.

A memorial to John Herschel Morron, of the Class of 1859, established by the bequest of his son, John R. Morron, provides an endowment, the income from which is used to support activities and programs connected with the Chapel.

Programs in the Arts

Art

The Art Department at Hamilton College offers a vigorous program in the visual arts, serving both cultural and curricular aspects of life at the College. Believing that the fine arts are an essential component of a liberal

education, the College encourages students—both majors and interested non-majors—to participate in the art program and its broad range of courses.

The Art Department also sponsors several annual exhibitions of both historical and contemporary significance in the Root Art Center, accompanied by gallery talks corresponding to the shows. Through this program, distinguished artists and historians of art are brought to the Hill.

A series of exhibitions is also scheduled for the lounges of the Bristol Campus Center. The art lending library, administered by the Bristol Campus Center, consists of a collection of about 200 original prints, copies, and sculptures. Students may rent the pictures in this collection by the semester for a nominal fee.

Music

The musical life of the College is active and varied. It includes concerts by visiting professionals, members of the faculty, and student organizations, and is under the general supervision of the Music Department. During the past year, the Music at Hamilton Artist Series has included concerts by Tashi, the American Brass Quintet, Aston Magna, and the Rochester Philharmonic. Two professional concerts of contemporary music were also offered. Some seven or eight concerts are presented each year by student musical groups and musicians. Other concerts are offered on campus by the Student Assembly's Program Board, which annually sponsors the Stephen Fensterer Memorial Folk Festival, an intercollegiate event that draws musicians from throughout the East. The Black and Latin Union also sponsors concerts from time to time. Nearby in Utica are other sponsoring organizations: the Chamber Music Society of Utica, the Utica Symphony, the Utica Opera Guild, and the Great Artists Series. Somewhat more distant, but still easily accessible, are the many concerts offered in Syracuse. A record library in the Root Art Center contains an extensive and growing collection of recordings of music from the Western tradition. In addition, the Anthropology Department maintains a large selection of recordings of non-Western music.

Choral Music at Hamilton is based on a long tradition of excellence. The Choir undertakes an annual concert tour during the spring recess. These tours have ranged as far as Detroit and Cincinnati to the west, Boston to the east, and Savannah to the south. In addition, the Choir has toured Europe three times and hopes to continue this tradition with a major foreign tour every four years. Each spring, the Choir colloborates with a professional symphony orchestra to present a large choral-orchestral work. The Choir is open by audition to any student at Hamilton. Auditions are held in the autumn during freshman orientation.

The College Hill Singers is a choral chamber ensemble, founded in 1973, which performs music from six centuries.

The Hamilton-Oneida Community Oratorio Society was founded in 1975. It performs a major oratorio each term and is open, without audition, to any singing member of the community.

The Brass Choir, founded in 1959, performs numerous times during the year, providing music for various college functions as well as giving concerts off campus, on its own, or in conjunction with the College Choir. Its repertory ranges from Josquin and Gabrieli to Hindemith and Dahl. Auditions are held during freshman orientation each fall.

The Woodwind Ensemble, founded in 1961, affords an opportunity for the study and performance of music for various combinations of wind instruments. It has performed works by Ibert, Mozart, Fine, and Richard Strauss. Auditions are held during freshman orientation each fall.

The Chamber Orchestra was founded in 1970. It has performed works by Bach, Corelli, and Vivaldi. Auditions are held during freshman orientation.

The Buffers is a male octet that specializes in popular, folk, barbershop, and light music. The group performs at social events at Hamilton and other colleges and gives informal concerts on choir tours.

Special K is a twelve-voice women's singing group whose repertory includes barbershop and other light music. It performs both on and off campus.

Vocal and Instrumental Instruction, for credit or not, is available for those wishing to study music in the classic tradition. Members of the Syracuse Symphony offer instruction on orchestral instruments. A fee is charged for vocal and instrumental instruction, but financial assistance is available for scholarship students. For information, consult the Music Department.

Instruments of various sorts are available for student use. In addition to numerous pianos and a variety of wind, brass, and string instruments, the College also possesses a Steinmeyer one-manual *Positif* organ, a Noack two-manual organ, a two-manual Dowd harpsichord, and a Fudge clavichord. For information on the use of these instruments, consult the Music Department.

Drama

The Charlatans, the college dramatic society, was organized in 1909 by a group headed by the late Professor Barnes Rudd and the late Alexander Woollcott. Membership is open to all students having an interest in dramatics and stagecraft. The Charlatans work both independently of and in cooperation with the curricular program in theatre. They produce, direct, and sometimes write their own shows, and, as an annual occasion, they produce the best entries in the Wallace Bradley Johnson Playwriting Competition.

The Alexander Hamilton Players specialize in musical theatre and comedy. Membership is open to all students and faculty who have an interest in singing, stagecraft, acting, or membership in the Players' orchestra. Two major productions, directed by faculty or students, are presented each year, and occasional tours are undertaken.

Lectures

Numerous lectures are provided during the year for the college community from the income of endowments established for the purpose, augmented by general college funds.

The Myers Lectures were established in 1912 in memory of John Ripley Myers of the Class of 1885. The foundation is intended to "bring into the life of the college community new men and new points of view not covered by the ordinary curriculum of the College, and to add to its cultural possibilities."

The Wood Memorial Lectureship was established in memory of Frank Hoyt Wood, for many years professor of political science at the College.

The Winslow Lectures in Classical Archaeology were established with a bequest by William Copley Winslow, D.D., of the Class of 1862.

The Truax Memorial Lectures in Philosophy were established in 1956 by R. Hawley Truax, of the Class of 1909, in memory of his father Chauncey S. Truax, of the Class of 1875, to strengthen the instructional program in philosophy through visits to the College by distinguished lecturers in that field.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings well-known speakers to the campus.

Film

A full program of domestic and foreign full-length feature films is shown by student-operated film societies at Hamilton nearly every weekend that college is in session.

Athletic Programs And Facilities

Athletic Facilities

The College is currently expanding and improving its athletic facilities. The Alumni Gymnasium, built in 1940, has recently been renovated to provide modern locker room facilities for men and women and increased office space for the physical education staff. The gymnasium contains a basketball court and a 25-yard swimming pool. A spacious new lobby has been constructed to connect the gymnasium with the Russell Sage Hockey Rink and the new fieldhouse, forming an Athletic Center.

Hamilton's fieldhouse, to be completed in the fall of 1978, has more than 55,000 square feet of multiple-use playing area. The building contains three regulation-sized basketball courts and can seat 1,700 spectators. It also houses a six-lane 200-meter urethene running track and space for indoor tennis, volleyball, and badminton courts. The playing surface can accommodate practices for outdoor varsity sports during inclement weather.

The nine-hole Hamilton B. Tompkins golf course covers 65 acres near the Athletic Center. Two platform tennis courts are located on the Kirkland campus. Included in the Athletic Center are six squash courts and two racquetball/handball courts. Bowling, billiards, and table tennis are located in the nearby Bristol Campus Center.

Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as a public entertainment or as a source of financial income. The College, through its Department of Physical Education, provides a fourfold program in athletics: recreational play, instruction in physical education, intramural competition, and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge, but also the enjoyment of physical activity and the attainment of skills which will provide lifelong satisfaction.

Physical Education Instruction

The current graduation requirements, established by the Faculty, stipulate that every undergraduate must participate in the program of instruction offered by the Department of Physical Education. The Department offers instruction in tennis, golf, squash, ice skating, badminton, handball, racquetball, volleyball, judo, swimming, and general physical fitness. Each

student is required to pass tests in swimming and physical fitness. In addition, each must demonstrate proficiency in two of the seasonal sports listed above (one fall sport and one winter sport), or meet an equivalent standard which is subject to departmental approval. In most instances, the requirements are met in the freshman year.

Intramural Activities

The Intramural Council currently sponsors programs in touch football, basketball, hockey, softball, badminton, volleyball, track, cross country, handball, swimming, tennis, golf, lacrosse, bowling, and table tennis. This year, the Council hopes to achieve participation on three levels of activity: 1) men's and women's 'A' level competition; 2) men's and women's 'B' level competition; and 3) co-recreational competition.

Intercollegiate Athletics

The College is committed to a representative intercollegiate program. It is also committed to seeking athletic students who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in football, soccer, cross country, tennis (fall/spring), basketball, hockey, swimming, winter track, baseball, lacrosse, and golf (fall/spring). This year, the College will sponsor women's varsity teams in field hockey, tennis, cross country, basketball, swimming, track, and lacrosse.

Hamilton is a member of the New England Small College Athletic Conference, the New York State Association for Intercollegiate Athletics for Women, the Eastern College Athletic Conference, and the National Collegiate Athletic Association. The other members of NESCAC are: Amherst, Bates, Bowdoin, Colby, Middlebury, Trinity, Tufts, Wesleyan, and Williams. The Conference balances athletic involvement with high academic standards.

Club Sports

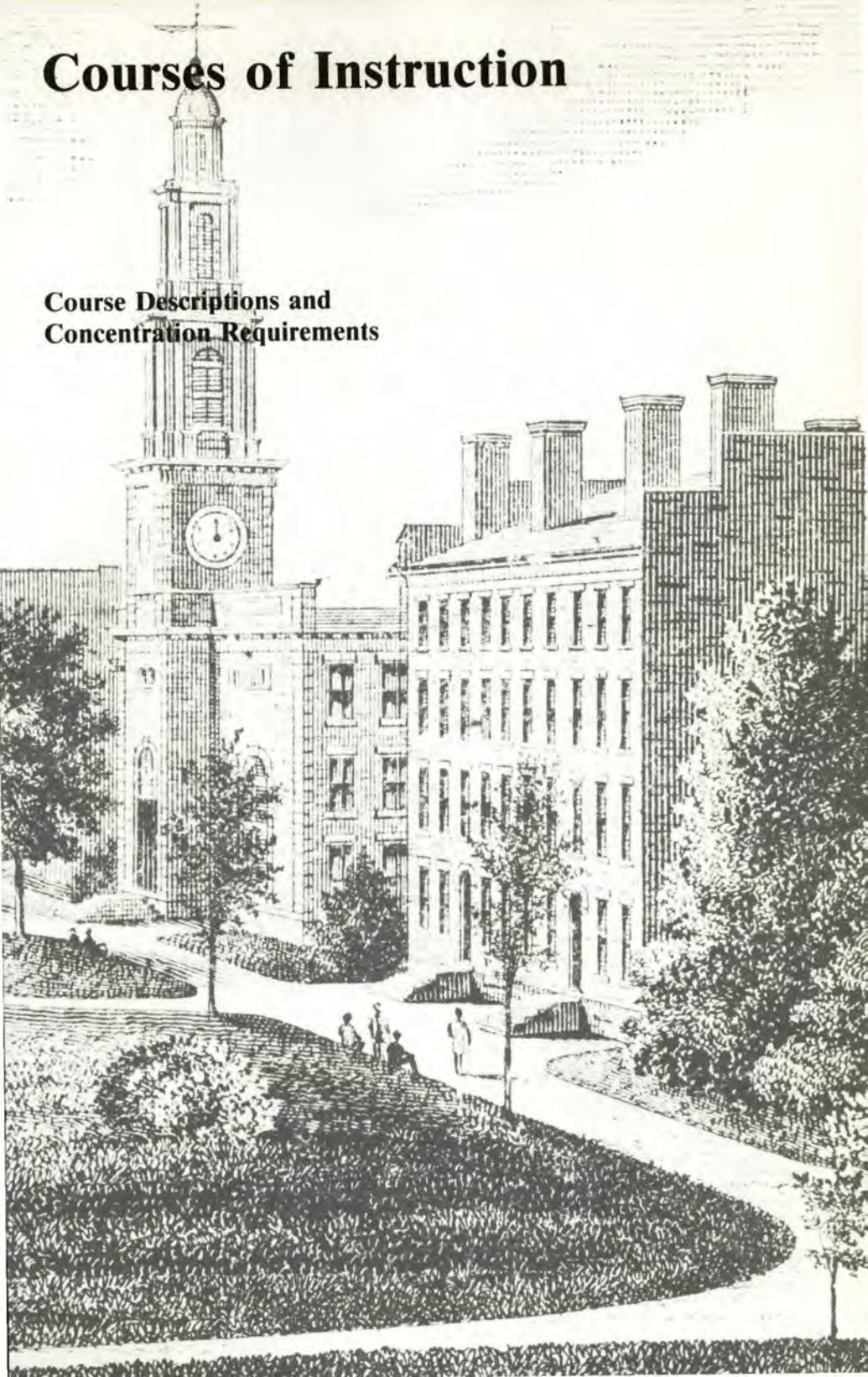
Club teams are supported by the Department of Physical Education in water polo, squash, and sailing. The policy of the Department is to allow the orderly evolution of club activities into varsity sports. Though special attention is given to women's activities in this area, the policy is applicable to all students.

The Block H Club

The Block H Club consists of undergraduates who have lettered in a varsity sport and who are dedicated to promoting the best interests of athletics at Hamilton. Athletic awards are given to varsity players who display outstanding sportmanship, attitude, and ability.

Courses of Instruction

Course Descriptions and Concentration Requirements



Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s are introductory in material and/or approach. Courses numbered in the 200s and 300s are intermediate and advanced in approach respectively. Courses numbered in the 400s are most advanced.

The term in which the course will be offered is indicated by the letter immediately following the course number: F for Fall Term, W for Winter Term, and S for Spring Term. F,S designates a course offered in both Fall and Spring Terms. The fW notation indicates a course which is offered in the Winter Term, for which some early preparation is necessary.

Courses with bracketed numbers will not be offered during 1978-79. In most cases, the description indicates the next date the course will be offered.

A single three digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g. "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods.

American Studies

The interdisciplinary concentration in American Studies is defined and directed by a Faculty Committee which includes Professors Melvin Endy, David Gray, William Hoffa, David Locke (Director), and David Millar. Students interested in American Studies should consult with any of the Committee members about possible programs.

Students concentrating in American Studies must plan to do advanced work in at least two academic disciplines and to become familiar with the possibilities and problems of an interdisciplinary approach to the American experience.

The concentration consists of ten term courses comprising a program approved by the Committee. It includes 311, ordinarily taken in the fall

term of the concentrator's junior year, and 500, the senior project. Students who have earned an 88 average in the concentration may earn honors in American Studies through distinguished work on the senior project.

311F Introduction of Theories and Methods. An introduction to the theories, methods, and materials of interdisciplinary study, with special emphasis upon the interrelations of ideas, institutions, and cultural forms in American life. The course is required of concentrators in American Studies and is open to other students with permission of the instructor. Mr. Locke.

500F,S Senior Project. An independent project required of senior concentrators in American Studies. Prerequisite, 311. Appropriate interdisciplinary Faculty committee.

Anthropology

Grant D. Jones *(Chairman)*, Robert Kautz, Douglas Raybeck, Henry J. Rutz, and Michele Teitelbaum.

A Concentration in Anthropology consists of 111, 113, 350, 490, and four other courses. Students may earn departmental honors through distinguished achievement in their anthropology course work, including 550.

111F,S Introduction to Physical Anthropology. An introduction to human evolution, human biology, and primate studies. An introduction to archaeological methods. Mr. Kautz.

113F,S Introduction to Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of non-literate, peasant, and complex contemporary societies. The Department.

190W Origins of the State. A comparative analysis of the rise of early centralized, stratified societies in the Old and New Worlds. Interpretation of state formation, including population pressure, technological progress, and religious and political organization. Mr. Jones.

201W Symbolic Analysis. The study of anthropological approaches to symbolic analysis, including those of Douglas, Levi-Strauss, and Turner. Short field research projects in symbolic analysis. Prerequisite, 113. Ms. Teitelbaum.

[210S] Cultural Dynamics. A broad approach to the study of dynamic processes in culture and society. Theories of cultural evolution, social movements, innovation, and modernization. Prerequisite, 113. (Next offered 1979-80.)

[220S] The Prehistory and Ethnohistory of Mesoamerica. An examination of the development of the prehistoric cultures of Mexico, Guatemala, and Belize; and analysis of the impact of European colonial systems upon these

cultures from the conquest through the nineteenth century. Problems in the interpretation of archaeological and documentary evidence. Prerequisite, 113. (Next offered 1979-1980.)

221F Traditional Chinese Culture and Society. A survey of the social, economic, political, and religious institutions of the Han Chinese, emphasizing the factors responsible for the historical continuity of traditional Chinese society. Prerequisite, 113 or consent of instructor. Enrollment limited to 20. (Offered in alternate years.) Mr. Raybeck.

222S Mesoamerican Societies. A survey of Indian and mestizo societies in twentieth century Mexico, Guatemala, and Belize through the comparative analysis of their economic, kinship, political, and religious systems. Prerequisite, 113. Mr. Jones.

[224S] Ethnology of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in Malaysia, Indonesia, and the Philippines. Prerequisite, 113 or consent of instructor. (Next offered 1979-80.)

[225] Culture and Religion. A cross-cultural investigation of the components of religious belief, behavior, and organization. The functions of religion in society and culture; myth, symbolism, and ritual. The dynamics of religious processes, and an emphasis on syncretism, nativism, and social change. Prerequisite, 113.

255F African Societies. Traditional and modern African experiences. Major culture areas and ethnographic problems in the study of Africa. Comparative study of subsistence economies, social and political organization, world views, and sociocultural change. Prerequisite, 113 or consent of the instructor. Ms. Teitelbaum.

260S Political Anthropology. A comparative study of political systems. Emphasis on tribal and peasant societies. Political evolution, social stratification, and the state; kinship and politics; colonialism; ethnic conflict; and political brokerage. Prerequisite, 113. Mr. Jones.

[266S] Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Ecological models of subsistence systems, technology, population, and human conflict. Prerequisite, 113. (Next offered 1979-80.)

279S Language and Culture. An overview of the scope of linguistic anthropology, emphasizing the relationship between linguistic categories and world view and the sociocultural contexts of language use. Introductions to descriptive linguistics and historical linguistics; linguistic contributions to the study of the mind. Prerequisite, 113. M. Teitelbaum.

[280S] Pacific Societies. An introduction to the indigenous societies of Melanesia, Micronesia, and Polynesia. Problems of adaptation to atoll and island environments; land tenure and agricultural systems; social and

political organization. Post-contact problems and contemporary issues. Prerequisite, 113.

[320S] Economic Anthropology. A comparative study of non-industrial production and exchange systems; ceremonial exchange; peasant markets; problems of economic development and rural transformation in tribal and peasant societies. Prerequisite, 113.

[322F] Paleoecological Techniques for the Archaeologist. A seminar dealing with techniques of ecofact manipulation commonly employed by modern scientific archaeologists; population estimation; analysis of osteological, malacological, and botanical evidence; field techniques of sampling, dating, flotation, and type of collection preparation. Prerequisite, consent of instructor. Enrollment limited to 20. (Next offered 1979-80.)

332S Social Interaction. Description and analysis of subtle social structuring underlying social interaction. The relevance of kinesics and proxemics for the study of covert aspects of social behavior. Development of student's observational skills in laboratory and occasional field trips. Two hours of class and two hours of laboratory. Prerequisite, consent of instructor. Enrollment limited to 24. (Offered in alternate years.) Mr. Raybeck.

333S Psychological Anthropology. A survey of psychological problems in a cross-cultural context. The role of psychological processes in the formation, maintenance, and change of social and cultural systems. The relationship between personality and culture, the varying ways in which culture and language influence social and environmental perceptions, and the nature-nurture argument. Prerequisite, 113, a psychology course, and junior/senior standing, or consent of instructor. Enrollment limited to 30. Mr. Raybeck.

334S Method and Theory in Archaeology. An exmination of modern methodological and theoretical approaches and problems in American archaeology. Sampling, research design, typology; history of the discipline, reconstruction of social organization. Prerequisite, 111, 113, and consent of instructor. Mr. Kautz.

341F North American Indians. Origins and evolution of North American Indian cultures. Emphasis on cultures at time of contact; relationship between the Indian and white man, including discussions of current problems. Prerequisite, 113 or consent of instructor. (Offered in alternate years.) Mr. Kautz.

342S North American Prehistory. A history of American Indian cultures north of the Rio Grande from the entry of man into the New World to the arrival of the colonizing Europeans. Discussion of "developmental stages"; emphasis on explanations of prehistoric culture change. Prerequisite, 111 and 113 or consent of instructor. 341 is recommended but not required. (Offered in alternate years.) Mr. Kautz.

350F Social Organization. An analytical and historical approach to the anthropological study of social structure and organization. Functional analysis, methodology in social anthropology, the comparative study of kinship and marriage, political systems in small scale societies. Intensive comparative analysis of a selection of ethnographies. Prerequisite, 113. Mr. Jones.

364S Sex Roles in Comparative Perspective. Examination of available ethnographic data on sex roles, utilizing the broad comparative perspective of anthropology. Particular attention given to the social classification of sex differences, ritual and symbolic expressions of male/female designations, the organization of subsistence activities, socialization, family roles, and the distribution of power within sex role assignment. Prerequisite, 113 or permission of the instructor. Ms. Teitelbaum.

490F Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisite, 113 and 350. The Department.

Art

Rand Carter, Ralph E. Lieberman, Steven Liebman, Susan Lyman, Robert B. Muirhead *(Chairman)*, Robert F. Nickson, Robert Palusky, Deborah Pokinski, William Salzillo, and David R.E. Wright

The Art Department offers two concentrations. Prospective concentrators should begin with the core introductions to Design and the History of Art (100 and 150). A concentration in Studio Art consists of 100; 106; 150; four additional Studio Art courses; a second course in History of Art; and 501-502. A concentration in History of Art consists of 100; 150; six other courses in History of Art; a second course in Studio Art; 550; and a comprehensive examination. Honors in the concentrations will be awarded on the basis of the cumulative average in coursework and distinguished performance in 501-502, for Studio Art concentrators, or in the comprehensive examination for History of Art concentrators.

Studio Arts

100F Design. An exploration into the visual language: a series of projects that explore such fundamental relationships as line, mass, pattern, and texture, followed by group criticisms. Design as the structural basis for all the visual arts. Four hours studio. Enrollment limited to 30. Messrs. Muirhead and Salzillo.

102S Design and Color. A study of color theory and the use of color as a design element: a series of projects followed by group criticism. Four hours studio. Enrollment limited to 30. Messrs. Muirhead and Salzillo.

104F,S Drawing. Study of the basic elements of drawing including line, texture, mass, and composition. Students to work from the model during

class time, do outside assignments, and participate in group criticism. Four hours studio. Enrollment limited to 30. Mr. Salzillo (F); Ms. Lyman (F,S).

106F,S Ceramics I. Introduction to three-dimensional design concepts related to ceramics. Emphasis on a series of projects followed by group criticism and technical aspects of ceramics. Four hours studio. Enrollment limited to 20. Ms. Lyman (F); Mr. Palusky (F,S).

108F,S Ceramics II. Concentration on the technical and aesthetic concerns of functional and sculptural aspects of pottery. Emphasis will be on porcelain and stoneware, use of the potter's wheel, and high fired glaze technology. Four hours studio. Enrollment limited to 10. Mr. Palusky.

113F,S Introduction to Photography. Introduction to photographic communication. Aesthetic traditions and fundamental techniques, including the use of a variety of cameras, lighting, and darkroom procedures. Four hours studio. Enrollment limited to 18. Mr. Liebman.

121F Language of Film. Introductory survey of the development of the grammar of film. Screenings, lectures and readings will explore history, theory, and aesthetic principles of film. Students' papers based on screenings. Four hours studio. Mr. Nickson.

203F,S Painting I. Study of the methods and techniques of oil painting with emphasis on still life, figures, and landscape. Four hours studio. Prerequisite, 100 or 102, or 104, or permission of instructor. Mr. Salzillo (F); Mr. Muirhead (S).

205F Intaglio Printmaking. Study in the process of intaglio printmaking, including etching, engraving, dry point, hard and soft ground techniques. Students expected to participate in group criticisms. Four hours studio. Prerequisite, 100, 104, or permission of instructor. Enrollment limited to 18. Mr. Muirhead.

207S Lithography. Study of the techniques of lithography. Group criticism. Four hours studio. Prerequisite, 100, 104, or permission of instructor. Enrollment limited to 18. Mr. Salzillo.

209F Soft Sculpture. Exploration of introductory two- and three-dimensional problems constructed in soft materials, specifically fibers, fabrics, and plastics. Group discussion. Four hours studio. Prerequisite, 100, 106, or permission of instructor. Enrollment limited to 18. Ms. Lyman.

210W Intermediate Drawing. Drawing in various modes and media. Course may include further study of anatomy, perspective, and independent conceptual problems. Group criticism. Prerequisite, 104 or permission of instructor. Enrollment limited to 20. Ms. Lyman, Mr. Muirhead, Mr. Salzillo.

211S Ceramics Workshop. Intermediate-level exploration of form and

technique of hand-built ceramic sculpture. Course may focus on either high-fire porcelain handbuilding and slipcasting techniques or larger scale ceramic sculpture. Four hours studio. Prerequisite, 106. Enrollment limited to 18. Ms. Lyman, Mr. Palusky.

213F Intermediate Photography. Further investigation of the photographic process through use of a variety of techniques and equipment including multiple printing, use of 4x5 camera, and design and use of the pinhold camera. Four hours studio. Prerequisite, 100, 113. Enrollment limited to 18. Mr. Liebman.

216S Film Production. Mechanics of motion picture production: scripting, direction, camera, lighting, editing. Writing and direction of several short project films; crew participation. Four hours studio. Prerequisite, 113 or 121. Enrollment limited to 18. Mr. Nickson.

218F Sequential Photography. Use of the photograph in sequential presentation through time. Slide-tape, multi-screen projection, and photo-animation techniques. A final project required. Four hours studio. Prerequisite, 100, 213, 216, or permission of instructor. Enrollment limited to 10. Mr. Nickson.

222S Film Animation. Exploration in use of film time. Four hours studio. Prerequisite, 100, 102, 113, or permission of instructor. Enrollment limited to 10. Mr. Nickson.

302S Advanced Photography. Search for personal style in photography. Exploration of areas such as surreal photographic story, and photomontage. Four hours studio. Prerequisite, 100, 113, 213, or permission of the instructor. Enrollment limited to 18. Mr. Liebman.

304S Painting Workshop. An exploration in depth of concepts established in Art 203. May be repeated for credit at increasingly advanced levels. Four hours studio. Prerequisite, 203 or permission of the instructor. Enrollment limited to 18. Messrs. Muirhead and Salzillo.

311F Ceramics Workshop. Introduction to more primitive techniques of low-fire ceramics. Course may cover pit fire, raku or whiteware. Emphasis on design problems and group criticism. Four hours studio. Enrollment limited to 18. Ms. Lyman, Mr. Palusky.

321F Advanced Film Production. Documentary and dramatic film production techniques. Writing and direction of a 16mm sound production; participation in the projects of others. Four hours studio. Prerequisite, 216. Mr. Nickson.

501-502 Senior Project. A two-term course during which the studio art concentrator will prepare an exhibition of his or her work. The Department.

150F,S Introduction to the History of Art. The role of works of art in the intellectual history of man. Readings on the broad historical background; class discussion of representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. Mr. Carter (F); Mr. Lieberman (S).

252S History of Landscape Architecture. A comprehensive survey of man-made environments from the beginnings of landscape architecture in the ancient Near East to the public parks and parkways of the present; an examination of stylistic trends in landscape architecture as reflections of man's changing conception of his relationship to the material world. Excursions to various sites in the vicinity of Clinton during the latter part of the term. Mr. Wright.

[253W] Art and Politics. A survey of the manner in which political ideas have influenced and been expressed in works of art. Political history and propaganda as determinants of style, design, and content. (Next offered 1979-80.)

255F Twelve Buildings. Intended as an introduction to the history of architecture through the consideration of twelve buildings: the Parthenon, the Pantheon, the Constantinian Basilica of St. Peter, Hagia Sophia, St. Etienne at Nevers, Chartres Cathedral, the Pazzi Chapel, Bramante's Church of St. Peter, San Carlo alle Quattro Fontane, Vierzehnheiligen, the Crystal Palace, and the Seagram Building. (Offered in alternate years.) Mr. Lieberman.

259F American Art. A survey of art in North America from the period of European colonization to the present. Prerequisite, 150. Ms. Pokinski.

263F The Art of Greece. A survey of Greek Art from the Bronze Age to the late first century B.C., with particular emphasis on the fifth century. Mr. Lieberman.

264S Roman Art. The cultural continuity of Roman art from early Italic and Etruscan art through the Republican and Imperial phases, with Early Christian art and the art of the East Roman Empire (Byzantium) through the period of Justinian seen as an integral part of the development. Mr. Wright.

270S Art of the Middle Ages. Middle and late Byzantine art, and the development in the West, from cultural awakening of the Hiberno-Saxon nations in the seventh century through the Carolingian, Ottonian, Romanesque, and Gothic periods. Mr. Wright.

281S The Renaissance in the North. Emphasis on painting in the Netherlands, France, and Germany, beginning with the international Gothic style in the late fourteenth century, following the development of the

northern style through the work of Jan van Eyck, Rogier van der Weyden, and Jean Fouquet in the fifteenth century, and Albrecht Durer, Hans Holbein, Pieter Brueghel, and the school of Fontainebleau in the sixteenth century. Mr. Lieberman.

282F The Italian Renaissance. The stylistic development of Renaissance art in Italy, from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Mr. Lieberman.

285F,286S Baroque Art. The origins of the Baroque in Rome circa 1600 and its seventeenth and eighteenth century development throughout Europe and its overseas dominions. Mr. Carter.

291F Modern Painting and Sculpture, 1750 to the Present. Analysis of the style, subject matter, and content of particular works of art, and discussion of their relationship to the intellectual, political, industrial, economic, social, and sexual revolutions of the past two hundred years. Prerequisite, 150. Ms. Pokinski.

[292F-293S] Modern Architecture, 1750 to the Present. First semester, the origins of an essentially modern attitude towards architecture during the late eighteenth century and its development in the nineteenth century. Second semester, the architecture of the last one hundred years. 293 may not be taken as a separate course. (Next offered 1979-80.)

[294W] The Architecture and Urban Development of London. Conferences on the urban history of London from Roman times to the present followed by visits to typical neighborhoods and outstanding examples. Special excursions to the garden cities of Litchworth and Welwyn, as well as to one of the new satellite cities ("new towns"). Each student will prepare a notebook based on research and fieldwork on the development of a particular neighborhood in metropolitan London. Residence in London during the Winter Term. Extra cost. Minimum enrollment: 15, maximum: 20. (Next offered 1979-80.)

[352S] East Asian Art. A survey of the art of China, Korea, and Japan. Prerequisite, 150. (Next offered 1979-80.)

366S Islamic Art. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic culture. Prerequisite, 150. Mr. Carter.

375F Romanesque and Gothic Architecture. The evolution of Romanesque style and the origins of the High Gothic elevation. The role of structure as style. Prerequisite, 150. (Offered in alternate years.) Mr. Lieberman.

[382S Studies in Renaissance Art. The intellectual background of the visual arts of the Renaissance, with emphasis on the influence of humanism, philosophy, mythology, and theology in their relationship to

artistic theory and practice. Insofar as possible, original sources read and discussed. Prerequisite, 282. (Next offered 1979-80.)

[383F] Italian Sculpture 1250-1480. The stylistic development of sculpture in Italy from the early work of Nicola Pisano to the early work of Michelangelo; that is, through its Gothic and early Renaissance phases. Prerequisite, 150. (Next offered 1979-80.)

[396S] Cubism. A study of the origins and development of cubism beginning with the late works of Cezanne and continuing through the mid-1920's. Primary emphasis on analytic cubism. The cubist works of Picasso, Barque, and Gris considered in some detail. Prerequisite, 150, or permission of the instructor. (Next offered 1979-80.)

[484S] Michelangelo. A detailed survey of Michelangelo's works as architect, painter, and sculpter. Prerequisite, two semesters of history of art. (Next offered 1979-80.)

550S Senior Tutorial. Designed for concentrators in the history of art. Students to continue to prepare for a comprehensive examination. Mr. Carter.

Asian Studies

A concentration in Asian Studies requires at least two courses from among History 133, 134, and 234, and at least six additional courses, including an independent reading project in the fall term of the senior year, as approved by the Committee on Asian Studies. Selections are made from among courses in anthropology, art, economics, government, history, foreign languages, philosophy, and religion pertaining to Asia. In addition, appropriate overseas programs may be counted toward the concentration. Honors in Asian Studies will be awarded to concentrators who complete with distinction in the last term of the senior year an independent study project as approved by the Committee on Asian Studies.

Biology

A. Duncan Chiquoine (*Chairman*), John F. Ellis, Nicolas J. Gerold, Lawrence R. McManus, Sue A. Miller, Frank E. Price, Eugene C. Putala, and Michael R. Steiner

A concentration in Biology consists of General Biology 111 and seven additional courses which have 111 as a prerequisite. The courses 220W, 225W, and 330W may not be counted as part of the concentration. A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration. Departmental honors will be determined on the basis of excellence in course work and in an independent project during the fall and/or spring term. Students wishing to prepare for graduate school in Biology should take at least Physics 110-120 , Mathematics 111-112, and Chemistry through 223-224.

111F General Biology. The molecular and cellular basis of biological organization, including the processing of matter, energy, and information. Emphasis on the biochemical, genetic, and developmental aspects of life. A knowledge of secondary school biology and chemistry assumed. Three class periods and three hours of laboratory. Mr. Chiquoine.

112S General Biology. A study of life at and above the level of the organism. Emphasis on evolutionary processes, on the structure, function, and behavior of metazoans, and on the ecology of populations and communities. Three class periods and three hours of laboratory. Prerequisite, 111. Mr. Price.

114S Human Genetics. A study of the facts and techniques of human genetics and their relationship to contemporary societal problems. A course for those not planning to go on in science. Mr. Ellis.

[115W] Layman's Guide to Microbiology. A course designed to provide sufficient background for a student to understand popular presentations about microbes and their activities. A course for those not planning to go on in science. (Next offered 1979-80.)

116S Marine Biology. The ocean as an environment for life and as a human resource. The study of plants and animals of the sea, with consideration of fisheries, mariculture, and pollution. Mr. McManus.

120W Natural History of Fishes. Diversity, distribution, biology, ecology, and evolution of fishes. Demonstration material and some laboratory work. Enrollment limited to 20. Mr. McManus.

122S General Plant Biology. A study of plant morphology, structural organization and development, mechanisms of reproduction, physiology, and regulation of growth. Three class periods and three hours of laboratory. Prerequisite, 111. Mr. Putala.

125W Plants and Man. Readings and laboratory demonstrations dealing with the history of plant usage in agriculture, medicine, commerce, and art. A course for those not planning to go on in science. Mr. Putala.

130W Mathematical Modeling in Biology. An introduction to mathematical models in ecological and physiological systems. Emphasis placed on the formulation and validation of biological models. Prerequisite, one year of high school biology and Mathematics 101 or equivalent. (Same as Mathematics 130W.) Messrs. Price and Prichett.

217F Social Biology. The nature and evolution of animal societies. Relevant concepts from evolutionary theory, population biology, and ethology and their relationship to the biology of organisms from ants to *Homo sapiens.* Open to sophomores. Mr. Price.

220W Microtechnique. An introduction to techniques and theory of

preparation of tissues for light microscopy. Prerequisite, 112. Enrollment limited to 10. Ms. Miller.

221F Microbiology. An introduction to the major groups of microorganisms and their activities. Three class periods and three hours of laboratory. Prerequisite, 112 or 122. Mr. Steiner.

222S Vertebrate Organization. Study of historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it. Mammalian organization emphasized. Three class periods and three hours of laboratory. Prerequisite, 112. Ms. Miller.

225W Protozoology. The major subphyla of free living protozoa, with emphasis on culture methods, fixation, staining, and preparation for purposes of identification. Prerequisite, 112. Enrollment limited to 10. Mr. Ellis.

226F General Entomology. An introduction to the study of insects, with emphasis on their diversity, biology, and importance to man. Laboratory work emphasizing the identification of insects to the level of Order and Family. Two class periods and four hours of laboratory. Prerequisite, 112. Mr. McManus.

227F Genetics. Study of the hereditary materials as analyzed by genetic, chemical, and mathematical techniques. Three class periods and three hours of laboratory. Prerequisite, 112 or 122. Mr. Ellis.

228S Invertebrate Zoology. An introduction to multicellular invertebrate organisms, with emphasis on diversity, structure and function, ecology, and evolution. Laboratory work using the local fauna as fully as possible. Two class periods and four hours of laboratory. Prerequisite, 112. Mr. McManus.

229F Man and the Environment. The study of soil, water, air, vegetation, and wildlife as they relate to man's existence. Consideration of the problems of feeding an increasing world population and the impacts of pollution, technology, and urban growth on the life support systems of man. Open to sophomores. Mr. Putala.

231F Plant Diversity. Survey of the plant kingdom; morphology and life histories of algae, bryophytes, and vascular plants, with emphasis on phylogenetic relations. Three class periods and three hours of laboratory. Prerequisite, 122. Mr. Putala.

330W Electron Microscopy. The physics of the electron microscope and the techniques of preparing electron micrographs. Open only to students preparing for independent study in electron microscopy. Prerequisites, two of the following four courses: 221, 227, 333, 338. Mr. Chiquoine.

331F Physiology. A study of fundamental problems of animal physiology and the mechanisms involved in function, with emphasis on vertebrate

homeostasis. Two class periods and four hours of laboratory. Prerequisite, 112 and two other courses in the concentration. Mr. Gerold.

332S Cellular Ultrastructure. The electron microscope in ultrastructure analysis. Emphasis on the preparation and interpretation of electron micrographs in the understanding of the cellular level of biological organization. Two afternoons of arranged laboratory. Limited to 10 students. Prerequisite, two of the following four courses: 221, 227, 333, 338. Mr. Chiquoine.

333F Embryology. A study of avian and mammalian embryogenesis and of the developmental anatomy of mammalian organ systems. Class periods concerned with contemporary problems of developmental biology. Three class periods and three hours of laboratory. Prerequisite, 222. Ms. Miller.

334S Cells and Tissues. An analysis of the structure, function, and composition of vertebrate cells and tissues. Laboratory emphasis on cell and tissue identification. Three class periods and three hours of laboratory. Prerequisite, 112 and two other courses in the concentration. Mr. Gerold.

337F General Ecology. An investigation of the factors that determine the distribution and abundance of plants and animals. Three class periods and three hours of laboratory or field exercises. Prerequisite, 112 or 122. Open to juniors. Mr. McManus.

338S Plant Form and Development. Structure, development, and variations of vegetative and reproductive organs in seed plants. Three class periods and three hours of laboratory. Prerequisite, 122. Mr. Putala.

348F Systematics of Flowering Plants. Principles of taxonomy of flowering plants, with emphasis on flora of the northeast. Three class periods and three hours of laboratory. Prerequisite, 122. Mr. Putala.

[440W] Field Study in Florida. A camping tour of terrestrial and marine habitats of Florida. The study of plants and animals of these habitats. The ecological impacts of water management, land use, and technological development on the areas visited. Enrollment limited. Extra cost. (Next offered 1979-80.)

441F Evolutionary Biology. Study of modern evolutionary theory; contributions of genetics, biochemistry, ecology, and population biology to the "modern synthesis." Three class periods and three hours of laboratory. Prerequisite, 112 or 122. Open to juniors. Mr. Price.

442S Cytogenetics. A study of the part played by cells in causing the phenomena of heredity, mutation, and evolution. Three class periods and three hours of laboratory. Prerequisite, 227. Open to juniors, Mr. Ellis.

446S General Biochemistry. The chemical composition of organisms and the reactions which occur in metabolism. Three class periods and three

hours of laboratory. Prerequisite, 112 or 122, and Chemistry 224. Mr. Steiner.

Chemistry

Leland E. Cratty, Donald J. Denney (*Chairman*), Robin B. Kinnel, and Lawrence K. Yourtee

A concentration in Chemistry consists of Chemistry 111 or 115, 116, 223-224, 333-334, and two courses chosen from 337, 340, 441, and 442. Additional work in chemistry and/or physics and mathematics is recommended for students planning graduate work in chemistry. This may include independent study in chemistry. Departmental honors will be determined on the basis of excellence in course work and in an independent project. Hamilton is on the list of institutions whose chemistry programs have been approved by the Committee on Professional Training of the American Chemical Society.

110W Introduction to Chemistry. An introduction to selected chemical principles, with emphasis on application to modern technology and the environment. Designed for students who do not expect to take further work in chemistry. Not open to students who have had previous work in college chemistry. The Department.

111F General Chemistry. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Credit not allowed for both 111 and 115. Mr. Yourtee.

112S General Chemistry. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111 or 115. Mr. Yourtee.

[113W] Ecochemistry. Special topics in the relationship between chemical factors in the environment and human activities. (Next offered 1979-80.)

115F Chemical Principles. A study of selected chemical principles and an introduction to quantitative analysis. Recommended for students with better than average preparation in chemistry. Three hours of class and three hours of laboratory. Prerequisite, consent of the Department. Credit not allowed for both 111 and 115. Mr. Cratty.

116S Introductory Physical Chemistry. An introduction to thermodynamics, chemical kinetics, electrochemistry, and the chemical bond. The laboratory includes the application of physicochemical principles in quantitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 112 or 115, or 111 and the consent of the instructor. Mr. Cratty.

223F-224S Organic Chemistry. The extension of chemical principles to the chemistry of carbon compounds, stressing their structure and reactivity. Three hours of class and four hours of laboratory. Prerequisite, 112 or 116. 224 may not be taken as a separate course. Mr. Kinnel.

333F-334S Physical Chemistry. A study of the laws governing the behavior of physicochemical systems and the theories and models proposed to explain them. Three hours of class and three hours of laboratory. Prerequisite, 116, Physics 110-120 or 130-140, and Mathematics 213 (or 112 or 119 and consent of the instructor.) 334 may not be taken as a separate course. Mr. Denney.

335F-336S Same course as 333-334 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Denney.

337F Chemistry of Natural Products. The structure, synthesis, and biosynthesis of natural products. Examples drawn from terpenes, steroids, acetogens, alkaloids, fungal metabolites, and polycyclic pyrrole pigments. The laboratory involves the isolation, identification, and synthesis of naturally occurring substances. Three hours of class and three hours of laboratory. Prerequisite, 223-224. Mr. Kinnel.

339F Same course as 337 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Kinnel.

340S Physical Organic Chemistry. An examination of a variety of reaction mechanisms and their quantitative aspects; an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory involves advanced organic synthetic methods. Three hours of class and three hours of laboratory. Prerequisite, 223-224 and 116. Mr. Kinnel.

441F Chemical Instrumentation. A study of the principles of instrumentation and their application to the characterization of chemical systems. Two hours of class and four hours of laboratory. Prerequisite, 333 (may be taken concurrently). Open to juniors. Mr. Denney.

442S Inorganic Chemistry. A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three hours of class and three hours of laboratory. Prerequisite, 333-334. 334 may be taken concurrently. Mr. Cratty.

443S Same course as 442 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Cratty.

Classics

James S.A. Cunningham (*Chairman*), Catherine B. Doherty, Nadine F. George, and Nancy S. Rabinowitz

The Department of Classics offers three concentrations. A concentration in

Greek consists of eight courses: six or more in Greek and one or more in Classical Studies. A concentration in Latin consists of eight courses: six or more in Latin and one or more in Classical Studies. A concentration in Classics consists of ten courses, of which a minimum of four must be in Greek, four in Latin, and two in Classical Studies. Candidates seeking departmental honors are required to elect the Senior Seminar in Classics (550). The following courses in other departments may be substituted for Classical Studies courses in these concentrations: Art 263, 264; Philosophy 201, 440; Religion 210.

Greek

110F Elementary Greek. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Ms. Doherty.

120S Elementary Greek. Further introductory work in syntax. Reading and translation of easy passages from various prose authors. Prerequisite, 110. Ms. Doherty.

210F Intermediate Greek. Selections from Homer's *Iliad* or *Odyssey.* Introduction to the history of Greek literature. Prerequisite, 120. Ms. Doherty.

[310] Greek Historians. Selections from Herodotus, *The Persian War,* and Thucydides's *The Peloponnesian War.* Discussion of the development of historical writing in Greece. Prerequisite, 210. (Next offered 1979-80.)

[320S] Greek Philosophy. Plato, *The Republic.* Selected readings with discussion. Prerequisite, 210. (Next offered 1979-80.)

330F Greek Drama. Sophocles, *Oedipus Tyrannus,* and selections from other plays of Sophocles. Prerequisite, 210. Ms. Rabinowitz.

[350] Greek Drama. Aeschylus, *Agamemnon,* and selections from other plays of Aeschylus. Prerequisite, 210. (Offered every third year.)

360S Greek Drama: Euripides and Aristophanes. Readings from selected plays. Collateral reading of other plays in translation. Comparison of modern dramatists' handling of classical themes. Aristophanic comedy considered both as literary genre and social commentary. Prerequisite, 210. Ms. Doherty.

Latin

110F Elementary Latin. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Mr. Cunningham.

120S Elementary Latin. Further introductory work in syntax. Reading and translation from various prose authors. Prerequisite, 110. Mr. Cunningham.

210F Intermediate Latin. Selections from Catullus and Ovid. Introduction to the history of Latin literature. Prerequisite, 120. Mr. Cunningham.

[310F] Roman Philosophy. Selections from Lucretius's *De Rerum Natura*, and Cicero's *De Officiis*, to be studied as illustrations of Roman Epicureanism and Stoicism. Prerequisite, 210. (Offered every third year; next offered 1979-80.)

[320S] Roman Satire. Satire as a uniquely Roman literary genre, using selections from Juvenal and Horace. Influence on subsequent literature. Prerequisite, 210. (Offered every third year; next offered 1979-80.)

[320S] Roman Epic. Studies in development of the epic as a literary genre in Rome and the transmission of this tradition to the West, using selections from Virgil's *Aeneid*, and Lucan's *Pharsalia*. Prerequisite, 210. (Offered every third year; next offered 1980-81.)

[340F] Roman History. Studies in the historiography of Rome, with readings from Livy's *Ab Urbe Condita*, and Tacitus's *Annales*. Prerequisite, 210. (Offered every third year; next offered 1980-81.)

350F Roman Drama. Readings from Plautus, *Menaechmi,* and Seneca, *Medea.* Collateral reading of other plays in translation. Relation of Roman drama to Greek models. Prerequisite, 210. (Offered every third year.) Ms. Doherty.

360S Roman Rhetoric. Emphasis on pervasive role of rhetoric in education and literature of Rome, using Cicero's *Brutus,* Tacitus's *Dialogus,* and selections from Quintilian's *Institutio Oratoria.* Prerequisite, 210. (Offered every third year.) Mr. Cunningham.

Classical Studies

110F The Cosmos in Antiquity. Conceptual development of ancient science, with emphasis on astronomy and cosmology. Plato's *Timaeus* and its presocratic background. The role of Egypt; mathematics and the meaning of the Pyramids. Stonehenge and archaeoastronomy. Cosmology in the ancient world; Chinese and Greek views. (Formerly Kirkland History of Science 127.) Ms. George.

111S Biomedical Thought in Antiquity. Greek and Roman medicine; selections from the Hippocratic Corpus, Galen, and Celsus. The problem of Egyptian influence. Role of the physician in antiquity. Ms. George.

122F House of Atreus. A study of classical and modern dramatic treatments of the myth of the House of Atreus. Aesthetic and emotional effects; philosophical viewpoints. Readings from Aeschylus, Sophocles, Euripides, Hoffmannsthal, Sartre, Giraudoux, O'Neill. Ms. Rabinowitz.

160S The Comic and Satiric Spirit in Antiquity. The historical

development and characteristic elements of ancient literary humor. Comic and satiric writings deriding the follies, vices, and crimes of men. Readings from Homer, Greek lyric poets, Aristophanes, Plautus, Terence, Horace, Martial, Petronius, Juvenal, and Lucian. Ms. Doherty.

210F Aristotle and Scientific Thought. Aristotelian science and its influence. Physical principles; selections from *On the Heavens* and *Meteorologica.* Aristotle's biology with emphasis on *Parts of Animals* and *Generation of Animals.* Medieval and Renaissance interpretations of Aristotelian science. Ms. George.

211S Atomism and Its Opponents. Aspects of the conflict between Epicurean and Stoic views of the physical world. Religion, superstition, and science in ancient Rome. Lucretius's *On the Nature of the Universe,* and Cicero's *On the Nature of the Gods,* as examples of Epicurean and Stoic thought. Prerequisite, 110 or Philosophy 201. Ms. George.

220W Occultism and Pseudoscience in the Classical Tradition. Dream interpretation, divination, and augury. Classical astrology. Survival of classical elements in later pseudoscience and occultism. Open to sophomores. Ms. George.

254S The Heroic Ideal in Greek Literature. An intensive study of the Greek concept of heroism, from Homer through successive generations of writers. Emphasis on the differences between heroes in epic and tragedy, and on the self-conscious parodies by Euripides and Aristophanes. Ms. Rabinowitz.

320F Roman Republic. The nature of Roman society in the period 225-44 B.C., with special consideration paid to the practice of politics; the rise of political factions; and economic and financial arrangements, with particular reference to the emergence of an organized class of entrepreneurs, the *Ordo Equester.* Stoicism and Epicureanism in Rome. Open to juniors. Mr. Cunningham.

321S Hellenistic Alchemy. Origin and development of alchemy. The influence of chemical technology; metallurgy, dyeing, and ceremic arts in antiquity. The influence of philosophy; Orphism, Gnosticism, and Greek thought in alchemical literature. Open to juniors; some knowledge of classical civilization, Greek philosophy, chemistry, or geology recommended. Ms. George.

[330] Problems in Roman Imperial History. Topics include the role of the army in the state, questions of administration and social organization (e.g. progressive stratification of Roman life), religious-philosophical developments. Open to juniors. (Next offered 1979-80.)

550S Senior Seminar in Classics. Topics for the individual student. Limited to seniors concentrating in Classics, Greek, or Latin. Mr. Cunningham.

Comparative Literature

Joel Black, Stephen Lipmann (*Chairman*), Peter Rabinowitz, and Carol Rupprecht.

A concentration in Comparative Literature consists of nine courses, including five courses designated as Comparative Literature and four courses in literature in the original language. Requirements include Comparative Literature 211 and 495 and either two courses numbered 210 or above in each of two foreign languages, or two courses numbered 210 or above in one foreign language and two courses in English or in American literature numbered 276 or above. Comparative Literature 211 should be completed before the junior year; concentrators are urged to take 297. Only one 100-level course may be counted toward the concentration. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature. Honors will be awarded on the basis of the cumulative record and performance on a comprehensive examination in the senior year.

Certain courses offered in the Classics Department, the Department of Germanic and Slavic Languages and Literature, and the Department of Romance Languages and Literature may be counted toward the Comparative Literature concentration, subject to the restriction on 100-level courses in the concentration. These are: Classical Civilization 122 and 254, French 180 and 190, German 160, Russian 180, and Spanish 190. Please consult departmental listings.

113F Ancient Myths: Modern Meanings. Readings in the Bible and in Babylonian, Greek, and Roman mythology, with specific attention to those myths which have reappeared most noticeably in Western European literature. *Gilgamesh, Enuma Elis*, the Bible, Hesiod, Aeschylus, Homeric Hymns, Ovid, and others. Not open to juniors or seniors. Ms. Rupprecht.

130F Twentieth Century Fiction, Continental and British. An introduction to the critical analysis of literature. Readings include works by Mann, Gide, Woolf, and Hesse. Not open to juniors or seniors. The Department.

[138F] The Confessional Novel. A study of modern novels in which the protagonist seeks personal justification through confession. Readings will include works by Camus, Mann, and Bellow. Not open to juniors or seniors. (Next offered 1979-80.)

150W The Literature of Dream and Vision. Introduction to the critical reading of literary texts. Material from selected Medieval and early Renaissance literature, and method from such modern dream theorists as Freud, Jung, and Hillman. Authors include Dante and Chaucer. Enrollment limited to 20. Ms. Rupprecht.

[207W] Tragedy. The development of tragic drama from classical times to the present. Works by Aeschylus, Sophocles, Euripides, Shakespeare,

Racine, Corneille, Ibsen, Pirandello, O'Neill, and Miller. Selected readings in the theory of tragedy. Enrollment limited to 20. (Next offered 1979-80.)

211F,S Introduction to European Literature. Readings of representative works in Western literature from the classical period to the seventeenth century, including the *Odyssey* of Homer, *Job*, Dante's *Inferno,* and Calderón's *Life is a Dream.* Not open to juniors or seniors except by consent of the instructor. Enrollment limited to 20. Mr. Lipmann.

214F Modern European Drama: Nineteenth Century Roots. Critical reading of works by the great dramatic innovators of the last century. Particular emphasis on the contributions of Büchner, Wagner, Ibsen, Strindberg, and Chekhov to the modern tradition. Prerequisite, one course in Comparative, English, or foreign literature, or consent of the instructor. Not open to seniors. The Department.

215S Modern European Drama: The Twentieth Century. Critical reading of works by dramatists such as Brecht, Pirandello, Sartre, Ionesco, and Beckett. Special emphasis on the relationships between certain political, spiritual, and intellectual crises in recent decades and the changing forms of modern drama. Prerequisite, one course in Comparative, English, or foreign literature, or consent of the instructor. Not open to seniors. The Department.

[219F] Women in Medieval and Renaissance Literature. Focus on representations of women in major French, Italian, and English works. Selections from lyric and epic poetry, prose, and drama, including such authors as Petrarch, Castiglione, Rabelais, Shakespeare, Spenser, and Milton. Open to sophomores. (Next offered 1979-80.)

[236W] Detective Story: Tradition and Experiment. A survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings by Sophocles, Dostoevsky, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar, and others. Enrollment limited to 20. (Next offered 1979-80.)

[251F] The Hero As Failure: Nineteenth Century Russian Literature. Analysis of the recurring image of a weak male protagonist unable to come to terms with a stronger, more adaptable woman. Emphasis on the theme as both a reflection of Russian attitudes towards love and a metaphorical expression of political frustration in a repressive society. Includes novels, short stories, plays, and criticism by Pushkin, Lermontov, Belinsky, Gogol, Turgenev, Chernyshevsky, Dostoevsky, Chekhov, and others. Open to sophomores. Enrollment limited to 20. (Next offered 1979-80.)

274S European Literature in the Middle Ages. Readings in sacred and secular literature of medieval England, France, Italy, and Spain.

Exploration of such problems as the pagan hero with Christian ethics, the erotic language of devotional poetry, the bawdy humor of clerical satire in representative vernacular texts. Prerequisite, one course in Comparative, English, or foreign literature. Open to sophomores. Ms. Rupprecht.

[275S] European Literature in the Renaissance. Changing views of man in the works of representative sixteenth and early seventeenth century authors, including Erasmus, Machiavelli, Montaigne, and Cervantes. Prerequisite, one course in Comparative, English, or foreign literature. Open to sophomores. Enrollment limited to 20. (Next offered 1979-80.)

[278S] Studies in European Epic. Examination of the epic form in European Literature, with special emphasis on differences between oral and written traditions and changing conceptions of heroism. Readings to include the *Iliad* of Homer, Virgil's *Aeneid, The Song of Roland,* and Milton's *Paradise Lost.* Prerequisite, one course in Comparative, English, or foreign literature. Open to sophomores. Enrollment limited to 20. (Next offered 1979-80.)

297S The Study of Literature: Critical Tools. Exploration of the kinds of questions that may be asked about literary texts in themselves, and in relation to such disciplines as history, philosophy, and psychology. Critical theory, drama, poetry, and fiction. Prerequisite, two semesters of Comparative, English, or foreign literature. Open to sophomores. Enrollment limited to 25 with priority in admission for concentrators in literature. Mr. Rabinowitz.

313S Studies in the European Novel. Topic for 1978-79: The Novel of the Nineteenth Century. Representative works by Austen, Flaubert, Dickens, Eliot, Turgenev, Tolstoi, and others. Special emphasis on realism as a concept in literary history and criticism. Selected critical readings. (Topic for 1979-80: The Novel in the Twentieth Century.) Prerequisite, two courses in Comparative, English, or foreign literature. Open to sophomores. The Department.

321F,322S Shakespeare. Analysis of the plays, with readings that place Shakespeare's work in the context of Western literary traditions. Fall semester: histories and tragedies; spring semester: comedies and romances. Prerequisite, two courses in Comparative, English, or foreign literature. Open to juniors. Enrollment limited to 20. Mr. Lipmann.

[325S] Literature and Psychology. Introduction to methods of interdisciplinary study. Exploration of specific topics in Freud and Jung precedes application of psychological insights to close readings of selected literary texts such as *King Lear, Faust,* and *Wuthering Heights.* Prerequisite, two courses in Comparative, English, or foreign literature, or consent of the instructor. Open to juniors. (Next offered 1979-80.)

[328F] Romanticism: Major Themes. A thematic approach to the poetry and fiction of such British and Continental "Romantic" writers as Goethe,

Coleridge, Wordsworth, Schlegel, Chateaubriand, Byron, Keats, de Musset, and E.T.A. Hoffman. Among the motifs to be considered: nature as hieroglyph, the simple life, the growth of Imagination, adventures in evil. Prerequisite, two courses in Comparative, English, or foreign literature. Open to sophomores. Enrollment limited to 20. (Next offered 1979-80.)

356F Studies in Russian Realism. Topic for 1978: Dostoevsky and Chekhov. Readings to include at least three of Dostoevsky's large novels, at least three of Chekhov's plays, and a large number of shorter works by both writers. Prerequisite, two courses in Comparative, English, or foreign literature. Open to sophomores. Enrollment limited to 20. Mr. Rabinowitz.

495S Senior Seminar: Topics in Comparative Literature. Topic for 1978-79: Great Themes in Western Literature. Open to seniors; required for departmental concentrators. Enrollment limited to 15. Ms. Rupprecht. (Topic for 1979-80: Comedy.)

Critical Languages

See Romance Languages

Creative Writing

See appropriate courses in English

Dance

See Theatre and Dance

Economics

James Bradfield, Charles F. Collier, Subrahmanyam Ganti, Derek C. Jones (*Chairman*), Donald C. Mead, and Sidney Wertimer, Jr.

A concentration in Economics consists of 100, 110, 210, 310, 320, and three additional courses. Students concentrating in Economics are encouraged to take intermediate micro- and macro-theory as well as statistics before the senior year so that they may apply these theoretical tools in upper level courses. For students planning graduate work in economics, differential and integral calculus, linear algebra, and computer programming are recommended. Students may earn honors in the concentration in economics on the basis of excellence of work in economics courses and by presenting a research paper showing evidence of outstanding work in the field.

100F Introduction to Macroeconomics. National Income: measurement, the determination of production and employment levels. The role of the

government in the economy; fiscal policy. The money supply, monetary policy, and inflation. International trade and payments. The Department.

110S Introduction to Microeconomics. The price system as a mechanism for determining which goods will be produced and which inputs employed. Profit maximizing behavior of firms under differing competitive conditions. Pricing of factors of production and income distribution. Taxation, discriminatory pricing, pollution, and government regulation. The Department.

130W Survey of Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Emphasis on theory rather than description. (Not open to students who have taken 100). Open to juniors. The Department.

150S Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. Theories of labor movements and an examination of the American labor movement from a comparative perspective. Special attention to contemporary problems, such as strikes in the public sector. The Department.

210F Applied Statistics. An introductory discussion of statistical techniques used in the analysis of business and economic data. Descriptive statistics, probability theory, statistical inference, regression, and correlation. Prerequisite, Section 1: 100 and 110; Section 2: 100 and 110, and Mathematics 112 or Mathematics 119, or consent of instructor. (Not open to students who have taken Psychology 210.) Messrs. Collier (Section 1) and Bradfield (Section 2).

220S Methods of Quantitative Research. A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisite, 210. Mr. Bradfield.

230F Accounting. An elementary study of how the financial transactions of a business firm are usefully classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Open to sophomores. Mr. Wertimer.

[240F] Corporation Finance. Introduction to the principles used by corporations in making investment and financing decisions. The average level and variability of a firm's earnings flow as influences on the market value of its stocks and bonds. Institutional study of financial market mechanisms, investment banking hourse, and mutual funds. (Next offered 1979-80.)

245S Money and Banking. The Federal Reserve System, commercial banks, and the control of the money supply. Structure of the banking industry. Goals and tools of monetary policy. Prerequisite 100 and 110. Credit will not be granted for both 245 and 350. (Offered in alternate years.)

250F Industrial Organization and Public Policy Towards Business. Analysis of the relationship between market structure and industry performance. The antitrust laws and their application, interpretation, and enforcement. Regulation as an alternative to market-determined decisions. Emphasis throughout is on applied microeconomic theory. Prerequisite, 110. The Department.

260F Environmental Economics. The problems of market breakdown caused by the existence of common property resources. The general problem of determining public policy to correct for market breakdown. Prerequisite, 100 and 110. The Department.

270S Comparative Economic Systems. A comparative analysis of market and centrally planned systems. Criteria for evaluation. An examination of market, command, mixed, and market socialist economies. Prerequisite, 100 and 110. Mr. Collier.

290S American Economic History. An examination and explanation of the American economy from colonial times to the twentieth century. Prerequisite, 100 and 110. Mr. Collier.

300W Approaches to Political Economy. An examination of methodologies used by economists, including neo-classical, institutional, and Marxist. Application to problems of growth, education, the capital controversy, and the role of the state. The writings of Veblen, Friedman, Samuelson, Galbraith, the "New Left." Prerequisite, 100 and 110. The Department.

305F Workers' Participation and Self-management. An examination of the history, doctrine, theory, performance, and future prospects for the development of schemes which allow for workers' participation in management, including self-management. Concentration on producer cooperatives, co-determination, and similar schemes in Europe and the U.S. Prerequisite, 100 and 110. Mr. Jones.

310S Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment, and the demand for money; unemployment and inflation; theories of economic growth. Prerequisite, 100 and 110. Mr. Jones.

320F Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures. Theories of resource allocation, pricing, and income distribution. General equilibrium and economic efficiency. Prerequisite, 100 and 110. Mr. Collier.

324W Topics in Microeconomics. A mathematical treatment of several topics from microeconomic theory; excursions into some more advanced areas not covered in Economics 320. Prerequisite, 320 and either Mathematics 112, Mathematics 119, or permission of the instructor. Mr. Bradfield.

326F Theory of Financial Markets. The theory of portfolio selection and its implications for the measurement of risk, the equilibrium structure of bond and stock prices, and financing and investment decisions of corporations. Empirical tests of portfolio theory using mutual fund performance. Random walk and efficient market models of stock price behavior. Prerequisite, 320 and Mathematics 111. (Offered in alternate years.) Mr. Bradfield.

330S International Economics. The theoretical basis of international trade and the relationship between trade and the national economy. Tariffs, customs unions, exchange rates, international monetary problems, and the mechanisms of adjustment. Prerequisite, 100 and 110. The Department.

340F Economic Development. Analysis of the process of development in low-income countries. Alternative models of growth. Population growth, education, and labor supply; savings and capital supplies. Patterns of resource use, planning models, and project choice. Distributional issues in the growth process. Prerequisite, 100 and 110. The Department.

[350S] Monetary Theory and Income Determination. The role of money in an exchange economy.Classical, Keynesian, and Monetarist views of the relationship between money, prices, and aggregate levels of economic activity. Monetary policy and its implementation. Prerequisite, 310. Credit will not be granted for both 245 and 350. (Next offered 1979-80.)

360S Public Finance. The analysis of goverment spending and taxation as these impinge on questions of stabilization. resource allocation, and income distribution. Issues of fiscal federalism. Prerequisite, 100 and 110. The Department.

[370S] Economic Analysis of Urban Areas. The location, size, and growth of cities. The theory of income distribution applied to urban Black poverty. Location theory and the spatial distribution of activity within the city. Analysis of selected urban problems and proposed solutions. Prerequisite, 100 and 110. (Next offered 1979-80.)

390S Labor Economics. An economic analysis of labor market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 100 and 110. Mr. Jones.

420F History of Economic Thought. A review of economic theory from the time of the early Greeks to the present. Prerequisite, 100 and 110. Mr. Collier.

English

Alan Armstrong, George W. Bahlke, Edwin Barrett, Austin Briggs, Kathryn G. Brock, John S. Gordon, Elaine T. Hansen, William Hoffa, Hal Holladay, David C. Lehman, Dwight Lindley, Ivan Marki, John H. O'Neill, Richard Osberg, William Rosenfeld, Eve K. Sedgwick, and Frederick Wagner *(Chairman)*

The Department offers concentrations in English and in Writing as follows:

English.
A concentration consists of eight courses in English and American literature, including 200 and three other courses in literature before 1800. These latter should ordinarily be elected before the courses in literature after 1800. Students may elect to take written and oral examinations in English late in their senior year; if they earn a grade of B plus or better on the examination and a cumulative average of B plus or better in the courses they take for their concentration, they will receive departmental honors in English.

Writing.
A concentration consists of eight courses: 200, 203; 205; 410; a course chosen from among 412, 413, 418, and 419; a second course in literature in the original; an independent writing project in the senior year; and one of the following: a third writing course at the 400 level, a third course in literature in the original, or a second independent project in writing. Students may take no more than one writing course a term; therefore, those who wish to concentrate must complete either 203 or 205 by the end of the sophomore year. Concentrators are urged to develop proficiency in a foreign language. The concentrator may submit a collection of manuscripts, including (1) an essay and (2) poems, stories, or plays. The essay may be a formal essay in literary criticism, an essay on a subject other than literature, or a familiar essay; the second portion may include ten poems, three short stories, or two one-act plays. Students who earn a B plus or better on this writing and a B plus or better cumulative average for the courses taken for the concentration will receive departmental honors in Writing.

110F-120W,S Introductory College English. Instruction in writing through discussion, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in modern and ancient literature. A student who fails 110 for some reason other than neglect of work and then passes 120 may, on the recommendation of the Department, receive a revised grade of D– for 110. Enrollment in 120W limited to three sections of 12 each. Open only to freshmen and sophomores. The Departments of Comparative Literature and English.

125S Introductory Writing: Fiction and Poetry. Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. Enrollment limited to 16. Order of

priority: seniors, juniors, sophomores, freshmen. Does not count toward a concentration in writing. Prerequisite, 110 or its equivalent; not open to students who have taken 203 or 205. Mr. Rosenfeld.

[126W] American Short Fiction. Study of selected stories, story collections, and short novels drawn from the nineteenth and twentieth centuries with special attention given to the aesthetic principles of short fiction and the achievement of individual authors. Those read to include Poe, Hawthorne, Melville, James, Faulkner, Hemingway, Anderson, O'Connor, Barth, Cooper. Does not count toward a concentration in English or Writing. Prerequisite, 110 or its equivalent. Enrollment limited to 25. (Next offered 1980-81.)

200F,S Introduction to English Literature. Analysis of texts selected from representative authors from the beginnings to 1800. Emphasis on Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Four essays required. Prerequisite 110 with a grade of at least C−, or its equivalent, or 120. Prerequisite for students matriculated at Kirkland in the classes of '79, '80, and '81: as above; or AP credit in English; or one semester of expository writing and the recommendation of the instructor; or two courses in Literature; or one in Literature and the recommendation of the instructor. The Department.

203F,S Introductory Writing: Poetry. The fundamental techniques of writing poetry. Regular writing and reading assignments as well as critiques in class. Enrollment limited to 16. Order of priority: sophomores, freshmen, juniors, seniors. Prerequisite, 200 (which may be taken concurrently). Mr. Lehman (F); Ms. Sedgwick (S).

205F,S Introductory Writing: Fiction. The fundamental techniques of writing fiction. Regular writing and reading assignments as well as critiques in class. Enrollment wimited to 16. Order of priority: sophomores, freshmen, juniors, seniors. Prerequisite, 200 (which may be taken concurrently). Mr. Rosenfeld.

[210W] Charles Dickens. *Oliver Twist, Great Expectations, Our Mutual Friend.* Prerequisite, 200. Enrollment limited to 20. Not open to seniors. (Next offered 1979-80.)

220S Poetry and the Novel Since 1800. Study of main trends in nineteenth century and early twentieth century poetry and the novel through analysis of representative works by Wordsworth, Shelley, Byron, Dickens, Thackeray, Meredith, Wilde, and Joyce. Prerequisite, 200. Not open to seniors. Mr. Gordon.

222S The American Woman in Fiction, 1880-1930. Works by such authors as James, Howells, Jewett, Chopin, Dreiser, Wharton, Cather, Lewis, and Glasgow. Prerequisite, 200. Enrollment limited to 20. Not open to students who have taken Literature 222. Mr. Wagner.

[230S] The "Gothic" Tradition in English and American Literature. "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M.G. "Monk" Lewis, Byron, Poe, Emily Brönte, Hawthorne, and Faulkner. Prerequisite, 200. Not open to seniors. (Next offered 1979-80.)

231W Malory and After. Treatments of the Arthurian legend by such writers as Malory, Spenser, Tennyson, Morris, Arnold, and C.S. Lewis. Prerequisite, 200. Enrollment limited to 20. Ms. Brock.

[233F] American Comedy. The native traditions of American humor in relation to traditional European modes and theories of comedy. Readings in such authors as Irving, Brackenridge, Harris, Twain, Lardner, West, Thurber, Faulkner, Barth, and Allen. Prerequisite, 200. (Next offered 1979-80.)

[242S] The American Pastoral. A survey of writing by poets, novelists, explorers, tourists, natural scientists, and visionaries in response to the American landscape. Readings in such authors as Jefferson, Crèvecoeur, Cooper, Emerson, Thoreau, Twain, Cather, Faulkner, Steinbeck, Morris, Frost. Prerequisite, 200. (Next offered 1979-80.)

[254W] Personal Literature of the Augustan Age. The literature of personal life written by English men and women between 1660 and 1800, including diaries, journals, letters, and autobiographies. Readings in works by such authors as Bunyan, Pepys, Chesterfield, Walpole, Boswell, Johnson, and Burney. Prerequisite, 200. (Next offered 1979-80.)

258W Finnegans Wake. An introduction to Joyce's most demanding work. Prerequisite, 200. (Offered 1978-79 only.) Mr. Gordon.

260S Chaucer. *The Canterbury Tales, Troilus and Criseyde,* and some minor poems. Prerequisite, 200. Ms. Hansen.

279W Reading Poetry. The relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 200. Mr. Marki.

[281F] Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 200. (Next offered 1979-80.)

282F Studies in American Authors. In 1978-79, the study of Melville and Whitman. Prerequisite, 200. Open to sophomores. Not open to students who have taken Literature 400. Mr. Marki.

283F Middle English Literature: 1100-1500. Medieval English literature excluding Chaucer with focus on the 14th century. Reading includes *The Pearl, Piers Plowman,* Malory's *Morte Darthur,* and selections from *Sir Gawain and the Green Knight,* Middle Scots Poetry. Examination of a wide

range of genres: the romance, debate, lyric, drama, and allegorical dream vision. Prerequisite, 200. (Offered in alternate years.) Mr. Osberg.

[285S] Contemporary American Fiction. Study of selected stories and novels by authors who began their careers after World War II. Readings in such authors as Bellow, Hawkes, Pynchon, Gass, Barth, Ellison, Coover, Morris, and Updike. Prerequisite, 200. (Next offered 1980-81.)

286S Milton. The development of Milton's thought and poetics in the major works, shorter poems, and selected prose. Primary emphasis on *Paradise Lost*. Prerequisite, 200. Open to sophomores. Ms. Brock.

287F The Early Renaissance. Representative works in poetry, prose, and drama of the sixteenth century. Major emphasis on Spenser, Sidney, Shakespeare, and Marlowe. Prerequisite, 200. Mr. Holladay.

288S The Late Renaissance. Representative works in poetry, prose, and drama of the seventeenth century before 1660. Major emphasis on Shakespeare. Donne, Jonson, Marvell, and Sir Thomas Browne. Prerequisite, 200. Open to sophomores. Mr. Holladay.

289F English Literature: 1660-1744. Major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequiste, 200. Mr. O'Neill.

290S English Literature: 1745-1800. Major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Sterne, Fielding, and Austen; and Johnson and Boswell. Prerequisite, 200. Open to sophomores. Mr. O'Neill.

291F Restoration and Eighteenth Century Drama. Works by representative playwrights from Dryden and Congreve to Goldsmith and Sheridan. Prerequisite, 200. Mr. Wagner.

292S Modern British and American Drama. Representative plays by Wilde, Shaw, Yeats, Synge, O'Casey, Eliot, Pinter, O'Neill, Williams, Miller, and Albee. Prerequisite, 200. Open to sophomores. (Offered in alternate years.) Mr. Wagner.

293F English Romantic Poetry. The art and thought of the major English Romantic poets, including Blake, Coleridge, Wordsworth, Keats, and Shelley. Prerequisite, 200. Mr. Lindley.

294S English Victorian Literature. Representative works of important literary artists of the Victorian period, including Carlyle, Tennyson, Dickens, Browning, George Eliot, and Arnold. Prerequisite, 200. Open to sophomores. Mr. Lindley.

295F Nineteenth Century American Literature. Representative works by Thoreau, Hawthorne, Melville, Whitman, Mark Twain, and others. Prerequisite, 200. Mr. Wagner.

296S Twentieth Century American Literature. Poetry and fiction written primarily during the first half of the century. Emphasis on works by James, Hemingway, Faulkner, Pound, Frost, Eliot, and Stevens. Prerequisite, 200. Open to sophomores. Mr. Marki.

[298S] Studies in American Drama, Poetry and Fiction. Topic for 1979-80, Twentieth Century American Poetry: Pound, W.C. Williams, Roethke, Lowell, Ginsberg, and Creeley. Prerequisite, 200. Open to sophomores. (Next offered 1979-80.)

[301F] Faulkner and His Southern Contemporaries. Works of William Faulkner and such contemporaries as Flannery O'Connor, Robert Penn Warren, Eudora Welty, and Katherine Anne Porter. Prerequisite, 200 and one other course in literature. (Next offered 1979-80.)

303F Modern Poetry. The poetry of Yeats, Eliot, and Auden. Prerequisite, 200. Enrollment limited to 20. Credit will not be granted for both 303 and 441. (Offered in alternate years.) Mr. Bahlke.

304S Modern Poetry. Modern British and American Poets from Hopkins to Hughes, including Frost, Stevens, Lawrence, Cummings, Roethke, Thomas, Lowell, Wilbur, Larkin, and Gunn. May be taken either as a continuation of 303 or separately. Prerequisite, 200. Enrollment limited to 20. Open to sophomores. (Offered in alternate years.) Mr. Bahlke.

305S Seminar: The Novels of E.M. Forster and D.H. Lawrence. An exploration of the fusion of social and prophetic modes in these writers. Consideration of the influence of George Meredith's theory and practice of comedy on Forster's *A Room With A View* and *Howards End.* Lawrence's *Apocalypse* and selected prose as background for *The Rainbow, Lady Chatterley's Lover,* and *The Man Who Died.* Forster's *A Passage to India* and Lawrence's *Women in Love* as major examples of the prophetic mode in twentieth century English literature. Prerequisite, 200. Open to sophomores. (Offered in alternate years.) Mr. Bahlke.

[306F] Poetry of the Renaissance and Twentieth Century. A review of the problems involved in the analysis of poetry. An exploration of the relationship between poetry of the English Renaissance and modern poetry, focusing on the reappearance of such characteristics as irony, wit, and dramatic and meditative modes. Poems drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins,Yeats, Eliot, and Thomas. Prerequisite, 200. Enrollment limited to 20. Open to sophomores. (Next offered 1979-80.)

410F,S Seminar in Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 110 or its equivalent. Open to juniors. Messrs. Briggs and Lindley (F); Mr. Gordon (S).

412F,413S Seminar in Writing Poetry. For students whose work and

purpose have developed sufficiently to warrant advanced work in poetry. Regular reading assignments and discussions as well as critiques in class. Prerequisite, 203, 205, and consent of the instructor. Ms. Sedgwick (F); Mr. Lehman (S).

418F,419S Seminar in Writing Fiction For students whose work and purpose have developed sufficiently to warrant advanced work in fiction. Regular reading assignments and discussions as well as critiques in class. Suitable for students interested in playwriting. Students interested in writing for children should consult with the instructor. Prerequisite, 203, 205, and consent of the instructor. Mr. Rosenfeld (F); Mr. O'Neill (S).

[439F-440S] Twentieth Century British Literature. English and Irish literature with particular attention to the works of Yeats, Conrad, Joyce, Lawrence, and T.S. Eliot. Prerequisite, 200. 440 may not be taken as a separate course. Students who elect both terms will receive a tentative grade at the end of the first and a double credit grade at the end of the second. Open to juniors. (Next offered 1979-80.)

441F Yeats and Joyce. Close reading of *The Collected Poetry of W.B. Yeats* and of James Joyce's *Dubliners, Portrait of the Artist as a Young Man,* and *Ulysses.* Prerequisite, 200. (Offered in 1978-79 only.) Open to juniors. Credit will not be granted for both 441 and 303. Mr. Briggs.

443F-444S Elizabethan and Jacobean Drama. English plays from the beginnings to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 200. 444 may not be taken as a separate course. Students who elect both terms will receive a tentative grade at the end of the first and a double credit grade at the end of the second. Open to juniors. Mr. Barrett.

450S Criticism. Selected readings in literary theory, with emphasis on critics of this century. Requires long essay showing the student's progress in developing critical methods.Prerequisite, 200. Open to seniors, and to others with consent of the instructor. Mr. Marki.

Foreign Languages

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses in each and two courses numbered 300 or higher. Candidates for honors should substitute a 550 course or the equivalent, which may be in either a single language or a combination of languages, for one of the 300-level courses.

Geology

David Hawley, Donald B. Potter (*Chairman*), and Barbara J. Tewksbury.

A concentration in Geology consists of 130, 140, 220, 550, and four other

courses excluding 120, 260, and 270. All concentrators, but especially those who are aiming for a career in the earth sciences, should take basic courses chosen from mathematics and computer science, physics, chemistry, and biology, the numbers and choices depending on the students' aptitudes and interests. Departmental honors will be awarded on the basis of excellence in course work and the student's contribution to the Senior Seminar.

120S Earth Resources. An introductory course on the geologic occurrence and origin of the world's major sources of metals, non-metals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. May not be counted toward the concentration. (Offered in alternate years.) Mr. Potter.

130F Principles of Geology. An introduction to the nature and origin of minerals, rocks, structures, landforms, and the geologic time scale leading to the study of earthquakes, internal structure and origin of the earth, and plate tectonics. Two lectures, one discussion section, and either a three-hour laboratory or local field exercise. All-day field trip. Mr. Potter.

140S Historical Geology. The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution emphasized as the bases for the interpretation of geologic history. Three class periods and three hours of laboratory or field exercises. All-day field trip. Prerequisite, 130. Mr. Hawley.

200F Geomorphology. The study of the origin of landforms and their relations to rock type, structure, erosional and depositional processes, and climate. Field and classroom study of enviromental problems as these relate to landforms and to geomorphic processes. The principles to be illustrated by topographic maps and airphoto interpretation of areas from the various physiographic provinces of North America. Three hours of class and three hours of laboratory or field study, with one extended field trip. Prerequisite, 130. Mr. Hawley.

[210S] Glacial Geology. Origins of glacial climates, nature and movement of glaciers, glacial erosion and deposition. Three hours of class and three hours of laboratory or field study. Prerequisite, 130. (Next offered 1979-80.)

220F Mineralogy. Introduction to crystallography, crystal chemistry, and the theory of optical mineralogy. Identification of minerals by physical, spectrochemical, optical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 130 or consent of instructor. Mr. Potter.

230F Structural Geology. Principles of structural geology. Three hours of class and three hours of laboratory or field exercises, plus field studies. Prerequisite, 140. Ms. Tewksbury.

240S Tectonics. Major structures of the earth, their nature, and relation to global tectonics. Three hours of class and three hours of laboratory. Field studies. Prerequisite, 230. Ms. Tewksbury.

[250S] Stratigraphy and Sedimentation. The principles of stratigraphy and interpretation of environments of deposition, and paleogeography, developed from class, field, and laboratory study of sedimentary rocks. Three class periods and a field or laboratory exercise each week. One extended field trip to the Hudson Valley region. Prerequisite, 140. (Next offered 1979-80.)

[260fW] Field Mapping, West Texas. Introduction to principles and practice of geologic mapping, using aerial photographs or topographic maps as base maps. Field area either in Marathon Basin or Big Bend National Park. Extra cost. Minimum enrollment, 5; maximum, 12. Prerequisite, 130. (Next offered 1979-80.)

270W Field Study in West Texas and Southern New Mexico. A study of regional geology, with emphasis on field evidence for, and interpretation of, geologic history; economic geology (especially petroleum), arid geomorphology, and development of karst topography (Carlsbad Caverns). Occasional camping. Extra cost. Minimum enrollment, 5; maximum, 12. Prerequisite, 130. (Offered in alternate years.) Mr. Hawley.

[300S] Invertebrate Paleontology and Biostratigraphy. The classification, evolutionary relationships, and history of invertebrate fossils. Field study of fossils and the rocks in which they are found as indicators of depositional environments and geologic age. Three class periods and a field or laboratory exercise each week. Prerequisite, 140. 250 is strongly recommended. (Next offered 1979-80.)

310S Igneous Petrology. A study of the chemistry, mineralogy, and origin of igneous rocks in the light of experimental data and field occurrences. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 220. (Offered in alternate years.) Mr. Potter.

[320S] Metamorphic and Sedimentary Petrology. The chemistry, mineralogy, and origin of metamorphic and sedimentary rocks in the light of experimental data and field occurrences. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 220. (Next offered 1979-80.)

550S Senior Seminar. Study and group discussion of topics related to the nature and evolution of the earth, including seismic evidence for internal structure, gravity and isostasy, heat flow, paleomagnetism, structures of the ocean basins and continents, and plate tectonics. Other topics selected by students. Student presentations required at each weekly meeting. Prerequisite, 130 and consent of Department.

Germanic and Slavic Languages and Literature

German

Robert M. Browning, Thomas E. Colby (*Chairman*), Thomas A. Kerth, David F. Stout, and Sydna S. Weiss.

A concentration in German consists of eight courses numbered 140 or higher but including 210 and 550. Work in German may lead to either of two concentrations, one in Foreign Languages or one in German proper as described above. Students may earn departmental honors through distinguished achievement in the courses approved for the concentration and by passing with distinction a special oral and written examination in the final semester of the senior year.

110F-120S German for Beginners. Study of grammar and syntax. Practice in understanding, speaking, reading, and writing. Four hours of class and laboratory work. The Department.

[130F] Intensive Course for Beginners. Covers the work of two normal terms of introductory German in one term. Eight hours of class plus laboratory work. Carries two course credits. (Next offered 1979-80.)

140F Intermediate German. Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 120 or equivalent. Messrs. Kerth and Stout.

150S Practice in Translation. Group exercises on passages selected from various fields, individual projects chosen by students. Prerequisite, 140. Mr. Colby.

210F-220S Introduction to Literature. Study of major writers and literary movements viewed against their respective social and political backgrounds. Approximate coverage: 210, medieval poets to Goethe *(Urfaust)* ; 220, Romantic writers to Thomas Mann. Prerequisite, 140. Mr. Colby.

230F-240S Conversation and Composition. Practice in speaking and understanding German on a conversational level. Compositions and oral reports. Prerequisite, 140. (240 may be taken as a separate course only with the permission of the Department.) Mr. Stout.

330S The German Theater. Study of major and minor dramatic genres, with emphasis on theatrical production as a determinant of style and form. Production of several short-form plays chosen, from among others, *Hörspiele, Einakter,* and *Fastnachtspiele.* Prerequisite, 140. Mr. Colby.

[340S] The Nobel Laureates of German Literature. The works of Heinrich Böll, Gerhart Hauptmann, Hermann Hesse, Thomas Mann, and Nelly Sachs evaluated in comparison with those of other prominent

contemporaries, such as Franz Kafka, R.M. Rilke, and Heinrich Mann. Prerequisite, 210. (Next offered 1979-80.)

350F German Non-fiction. Study of literary aspects of the writings of German philosophers, historians, scientists, and journalists. Selected writings by such figures as Kant, Nietzsche, Ranke, Burkhardt, Ricarda Huch, von Frisch, and Konrad Lorenz. Prerequisite, 210. Mr. Kerth.

[360S] German Reformation and Baroque Literature. Readings selected from among such authors as Luther, Hutten, Hans Sachs, Grimmelshausen, Reuter, and the seventeenth century poets, with particular emphasis on the development of German as a literary medium. Prerequisite, 210. (Next offered 1979-80.)

[400F] German Romanticism. Study of the origins, literary expressions, and impact of the Romantic Movement in Germany. Prerequisite, 210. (Next offered 1979-80.)

[410F] Goethe. Readings from Goethe's works, with particular attention to *Faust, Werther,* and the lyric poetry. Prerequisite, 210. (Next offered 1979-80.)

430F German Poetry. Critical study and interpretation of German poetry. Prerequisite, 210. Mr. Colby.

440 Contemporary German Literature. Readings in the literature of Austria, Germany, and Switzerland and in the works of the writers in exile since World War II. Prerequisite, 210. Mr. Kerth.

550F,S Senior Program. Study of a major topic of German literature or criticism. Open to seniors and required of concentrators. Prerequisite, 210. Mr. Colby.

German Literature in Translation

160W Trends in German Literature. Selected prose and poetry in translation of leading ideological trends in German writing from the thirteenth to the nineteenth century. Mr. Kerth.

Russian

Mark C. Green and David N. Young

A concentration in Russian Studies consists of eight courses, including Russian 130 and 200, History 123 and 224, and four other approved courses from among Russian 180, 210, 230, 320, and 420, Comparative Literature 251 and 356, Government 213, History 323 and 327, Philosophy 305, and Independent Study. In addition, appropriate study in the Soviet Union may be counted toward the concentration. Honors will be determined by excellence in course work and the completion of an independent study project in the senior year.

110F First Term Russian An introduction to the speaking, aural comprehension, reading, and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work. Mr. Young.

120S Second Term Russian. Further work in the speaking, aural comprehension, reading, and writing of Russian. Four hours of class and laboratory work. Prerequisite, 110. Mr. Green.

130F Third Term Russian. Systematic review of structure, with emphasis on oral practice and development of writing skills. Selected readings from Russian literature and culture. Four hours of class. Prerequisite, 120 or consent of instructor. Mr. Young.

200S Advanced Russian. Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian literature chosen to improve skill in translating. Prerequisite, 130 or consent of instructor. Mr. Green.

210F Early Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected nineteenth century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 200 or consent of instructor. Mr. Young.

[230F] Late Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected nineteenth century classics after 1850, including Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 200 or consent of instructor. (Next offered 1979-80.)

[320S] Soviet Literature. Readings, discussions, and reports in Russian on selected twentieth century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 200 or consent of instructor. (Next offered 1979-80.)

420fW Aspects of Soviet Life. Study-trip to the U.S.S.R. including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 224, Russian 120, or Government 213. Offered alternate years. Extra cost. Limited enrollment. (Same as History 420fW.) Mr. Young.

Russian Literature in Translation

180S Russian Literature in the Soviet Period. A survey of twentieth century Russian prose fiction in translation, including some of the major works by Gorky, Babel, Sholokhov, Leonov, Pasternak, and Solzhenitsyn. Mr. Green.

Government

Frank M. Anechiarico, Theodore J. Eismeier, Fumio Kodama, Philip H. Pollock III, Channing B. Richardson, Landon G. Rockwell, Jeffrey A. Ross, and Richard P. Suttmeier *(Chairman).*

A concentration in Government consists of eight courses; six of these must be at the 200-level or higher, including 229, which must be completed by the end of the junior year. Not more than one Winter Term course may be counted toward the concentration. The Term in Washington Program combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325F and 327F) count toward the concentration. To qualify for Honors in the Department a student should submit a distinguished record in Departmental courses and have completed with distinction either 550F or 550S, Topics in Politics.

100W Political Corruption. A theoretical analysis of corruption. The study of corruption as an introduction to political analysis, its meaning and function, its importance as a problem of political development and as a pathological condition. Not open to juniors and seniors without the consent of the instructor. Enrollment limited to 20. Mr. Suttmeier.

[102W] The Citizen and the Police - The Politics of Public Safety. A review of the literature on police functions and a study of survey data of citizen and police officer responses to the system. Enrollment limited to 20. (Next offered 1979-80.)

104W The Media in the Electoral Process. Analysis of how news stories are chosen, how candidates build their images through the media, and the impact of the media on voters' perceptions. Mr. Eismeier.

[106W] Social Science and the Novel. Survey and analysis of literary efforts which illuminate some aspect of society studied by social scientists. Emphasis on concepts of political power, legitimacy, coercion, and authority. Enrollment limited to 20. (Next offered 1979-80.)

108W Political Extremism in America. An investigation of fringe movements in American politics. Social and psychological theories of left-and right-wing radicalism; the history and future of such movements; their consequences for the political system. Mr. Pollock.

[110W] Balance Sheet on Vietnam. The meaning of the Vietnam episode for American foreign policy, politics and society. How and why the U.S. went into the war; whom we fought and whom we supported. The role of the President, the Senate, and public opinion. Enrollment limited to 20. (Next offered 1979-80.)

112F,S Comparative Politics. An introduction to foreign political systems and approaches used in the comparative study of governments and politics.

Political parties and interest groups, political elites, policy-making, policy implementation, and political culture, development and change discussed in the context of an examination of selected Western and non-Western political systems. Mr. Suttmeier (F); Mr. Ross (S).

114F,S International Relations. Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, and propaganda; limited and total war; foreign policies and conflicts of the great powers; the United Nations system. Analysis of selected problems. Search for patterns in international affairs. Mr. Richardson.

116F,S The American Political Process. Introduction to the study of American national institutions, the public policy-making process, and, most generally, the distribution of political power in American society. Messrs. Eismeier and Pollock (F,S); Mr. Anechiarico (S).

118F Political Theory. Themes in Western political theory from Plato through the eighteenth century as reflected in the writings of influential political philosophers. Mr. Rockwell.

119S Recent Political Theory. Main themes of political theories and ideologies from about 1800 to the present. Variations of democratic theory as found in various recent writers; theories of collectivism and totaliarianism. Mr. Rockwell.

213F Politics in the Soviet Union. Analysis of the Soviet political system emphasizing persistence and change over time. Topics include intra-elite interaction, the role of the dissenting minorities and intelligentsia, central management of a complex society, and alternating patterns of social control. Enrollment limited to 20. Mr. Ross.

214S Politics in Western Europe. Comparative study of government and politics in larger and smaller European systems. Topics include the role of political culture, cleavage and consensus, governmental stability and instability, bureaucratic responsibility, and the movement towards European community. Enrollment limited to 20. Mr. Ross.

[215F] Politics in Latin America. A survey of the major political forces within Latin American societies. Topics include class cleavage and political instability; the church and the military; political culture and ideology; the impact of external powers; and the implications of varying modes of development. (Next offered 1979-80.)

222S Interest Groups in American Society. The impact of economic, professional, and ideological organizations on public decisions in the United States. Characteristics of interest groups as organizations and the nature of their interactions with the public and policy makers. Prerequisite, 116. Mr. Pollock.

223S Political Parties. How political parties link the public with decision

makers in different political systems. Consequences of variations in member goal orientations, organizational structure and political environments. Emphasis on American political parties. Prerequisite, 112 or 116. Mr. Eismeier.

[224F] The Politics of Sub-Saharan Africa. Case studies based on individual research. Emphasis on colonial regimes, political modernization, African socialism, Pan-Africanism, apartheid, and the role of the military. Great Power and U.N. interests in Africa. (Next offered 1980-81)

228F The Legislative Process. An examination of Congress as a representational body, policy maker, educational forum, and oversight agency. Consideration of the relationships between Congress and the executive, interest groups, the political parties, and the public. Prerequisite, 116 or permission of the instructor. Mr. Eismeier.

229F,S Introduction to the Scope and Methods of Political Science. Introduction to the philosophical, theoretical, and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite, two semester courses in government. Mr. Ross (F); Mr. Suttmeier (S).

230S Political Research. Quantitative methods of political research. Attention to problems of formulation hypotheses, quantifying data, and applied statistics. Prerequisite, one semester course in goverment or permission of the instructor. Enrollment limited to 20. Mr. Eismeier.

250S The Public Policy Process. Perspectives on the formation and impact of policy decisions of national and subnational governments. Explanatory models from economics and political science. Prerequisite, 116. Mr. Anechiarico.

260F Asian Politics. Introduction to the government and politics of China and Japan; political traditions, political culture, parties, elites, institutions, and international postures. Prerequisite, 112 or consent of the instructor. Mr. Suttmeier.

[313S] Ideology and the Political System. Comparative study of the role of ideology within political systems. Ideological differences in developed and developing, authoritarian and pluralistic, political systems. (Next offered 1979-80.)

316F Revolution and Political Change. Comparative analysis of revolution as an agent of sociopolitical change. The sources and processes of revolutionary violence, ideology, and mass movements. Enrollment limited to 20. Mr. Ross.

320F American Foreign Policy. Emphasis on roles played in decision-making by the President, Departments of State and Defense, public opinion, and the Foreign Service. Selected case studies: Cuba, Vietnam,

arms control, Middle East, detente, aid programs. Prerequisite, two courses in government, history, or economics. Mr. Richardson.

321F Congressional and Executive Internships. Two consecutive six-week internships: first, in either the office of a member of Congress or with the staff of a Congressional Committee; second, in a Federal administrative office. Interns are to assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. Does not count toward the concentration. Offered only pass/fail. Mr. Anechiarico.

323F Intern Participant-Observation. Participants in the program will be asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Mr. Anechiarico.

325F Semester in Washington Seminar. An academic seminar focusing on the public policy process and national/international issues supplemented by interviews with public officials. Prerequisite, participation in the Washington Program. Mr. Anechiarico.

327F Semester in Washington Independent Research. Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources is required. Prerequisite, participation in the Washington Program. Mr. Anechiarico.

328F Public Opinion. Analysis of how Americans form political opinions and the ways in which they act upon them; examination of how voters make candidate choices, the role of the media, and the impact of social and economic groups. Enrollment limited to 20. Mr. Pollock.

331S Organization Theory. Comparative study of organizational phenomena such as decision-making, heirarchy, specialization, and decentralization. Open to juniors. Mr. Suttmeier.

333F The Supreme Court and the Constitution. Development of the constitution through judicial interpretation. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Emphasis on political, social, and economic context of judicial review. Evolution of major characteristics of modern constitutional law. Open to juniors. Prerequisite, two courses in any combination in American government or American history. Mr. Rockwell.

334S The Constitution and Individual Rights. Recent constitutional interpretation by the Supreme Court in the realm of civil liberties: freedom of expression, church-state issues, due process of law in criminal procedures, equal protection of the laws, voting and representation. Discussion of the role in the Supreme Court in defining individual rights in a democratic society. Open to juniors. Prerequisite, two courses in American government or American history. Mr. Rockwell.

340S Comparative Ethnic Politcs. Examination of the role of ethnic, racial, and sexual groups in the politics of plural societies. Topics include the emergence and mobilization of collective consciousness, ethnicity and political nationalism, nonstate nations as international actors, and the relative utility of such reactive strategies as co-option, repression, and assimilation. Enrollment limited to 20. Mr. Ross.

[350F,355S] Politics in Urban Areas. A two-semester seminar concerned with the structure and function of urban political systems in the United States. Analysis of the development of urban political structures followed by a consideration of metropolitan public economy. Prerequisite, 116. (Next offered 1979-80.)

364S The Criminal Justice System. A survey and analysis of American institutions responsible for detecting, preventing, and punishing criminal behavior. Emphasis on the role of Federal agencies and on the conflict between professionalism and democratic ideology within agencies of social control. Mr. Anechiarico.

380F Science, Technology, and Public Policy. Comparison of the scientific and the political realms; evolution of science-government relations; politics of science, policy for science and technology; influence of science and technology on policy. Focus on the United States, with comparisons to Japan, Western Europe, the Soviet Union, China, and the low-income countries. Open to sophomores. Mr. Suttmeier.

390S International Law. Sources, institutions, and enforcement of international law. The search for effective legal standards via the World Court, arbitration, and the pacific settlement of disputes. Law of treaties, war, and international legal protection of human rights. Prerequisite, two courses in economics, government, or history. Mr. Richardson.

410S Public Policy, Economic Growth, and Social Change in Post-War Japan. An analysis of the Japanese government economic and social policies, the Japanese "economic miracle," and social consequences of rapid economic growth. Introduction to systems dynamics as a tool for policy analysis. Fulbright Visiting Professor Kodama.

[420S] Comparative Communist Political Systems. An analysis of the similarities and differences among communist political systems. Topics include ideology, political mobilization, social control, decision-making, strategies of revolution, and developmental mechanisms. Prerequisite, 112 or consent of instructor. (Next offered 1979-80.)

[430S] Administrative Law. The delegation of legislative and judicial authority to administrative agencies and regulatory commisions. Legal case analysis supplemented by social science literature on the administrative process. (Next offered 1979-80.)

[440S] Toward a New World Order. An inquiry into the capacity of the international system to adapt successfully to new demands and problems posed for it by poverty, famine, commodity cartels, resource depletion, arms sales, war, and multi-national corporations. Emphasis on public and private internatinal organizations. Prerequisite, 114. (Next offered 1979-80.)

[450F] Chinese Politcs. Advanced analysis of the Chinese political system: ideology, party, army, and government. Problems of political and social change. Prerequisite, one course in comparative government beyond 112 or consent of the instructor. (Next offered 1979-80.)

550F,S Topics in Politics. Individual research project selected by the student with the approval and supervision of a faculty sponsor. Culminates in senior thesis. Required for departmental honors. Open only to senior concentrators. The Department.

Term in Washington Director: Mr. Anechiarico

History

James C. Albisetti, Esther Barazzone, David M. Ellis, Esther S. Kanipe, Edwin B. Lee (*Chairman*), David S. Locke, Peter T. Marcy, David R. Millar, David B. Miller, Orest Subtelny, and James F. Traer.

A concentration in History consists of eight courses, including 439, which provide acquaintance with at least two areas (Europe, America, Asia) and experience in depth in at least one of them. Upon approval of the Department, a concentration may include courses from related disciplines. Students may earn Departmental honors through distinguished achievement in their history course work, including 550.

[106S] The Origins of Medieval Society. Topics in European history from the decline of the Roman Empire through the tenth century, with particular emphasis on the Roman and Germanic contributions to medieval political, legal, social, and religious institutions. (Next offered 1979-80.)

108S The High Middle Ages. Europe from the eleventh through the fourteenth century, with particular emphasis on the evolution of the major institutions of medieval society. Prerequisite, 106 or consent of instructor. Mr. Miller.

110W Historical Knowledge. A study of the nature of historiographic problems, the sociological and psychological influences affecting historical writing, and some of the various methods, theories, and philosophies of history. Not open to juniors. Enrollment limited to 20. Mr. Marcy.

111F Modern Europe, 1648 to the Present. A survey of the political, institutional, cultural, and intellectual developments in the countries of western Europe. Ms. Kanipe.

112S Modern Germany. Germany from the era of the French Revolution to the present, with emphasis on its position in Europe and on the struggles between unity and disunity and between liberalism and authoritarianism within Germany. Mr. Albisetti.

113F Early Modern Europe. A survey of European history from the High Middle Ages to the rise of Absolutism. Mr. Marcy.

[114S] France in Modern Times. The development of French history, society, and culture from 1815 to the present. (Next offered 1979-80.)

115F Tudor/Stuart England. A survey of the political and religious history of England from 1485 through the Glorious Revolution, with some attention given to social and economic developments. Mr. Marcy.

116S Modern European Diplomatic History. Diplomatic relations among the nations of modern Europe, with emphasis on the events of the last one hundred years. (Offered in alternate years.) Ms. Kanipe.

118S Modern Britain. A survey of the political and social history of Britain from the Glorious Revolution to the present. Mr. Marcy.

120W The Idea of the Family in History. An historical study of the evolution of the family as a social ideal and as an institution in western Europe and America. Ms. Kanipe.

123F Imperial Russia. Following an introductory survey of Kiev and Muscovy, a study of the growth of the empire from the seventeenth to the twentieth century. Special emphasis on the development of autocracy, serfdom, and the radical intelligentsia. Mr. Subtelny.

124S The Modern Middle East. The Middle East from the dissolution of the Ottoman Empire to the rise of the modern nation-states. Stress on international involvements and political, socio-economic, and cultural change in the area. Mr. Subtelny.

128S Women in Modern Europe. A survey in images and realities of women's roles and lives in Europe since the Middle Ages. Ms. Kanipe.

[130W] Imperialism in Northeast Asia. A diplomatic history of the decade 1895-1905; the effects upon the Chinese empire of the policies of Japan, Russia, Britain, France, Germany, and the United States. Not open to students who have taken 133. (Next offered 1979-80.)

133F East Asia. East Asia before the impact of the West; the historical traditions of China, Korea, and Japan. Mr. Lee.

134S South Asia. A survey of the history of the Indian subcontinent—India, Pakistan, and Bangladesh—from the earliest times to

the present, with emphasis upon the social and religious forces which have provided its continuity. (Offered in alternate years.) Mr. Lee.

140W The Cold War. A study of the role of the United States in post-World War II international affairs, as perceived by traditional and revisionist historians. Open only to students who have had no college history course. Mr. Millar.

141F American Colonial History. A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Mr. Millar.

146S American Diplomatic History. A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs. Mr. Millar.

152S America in the National Period. The rise of Jeffersonian and Jacksonian democracy; reform movements, causes and results of the Civil War. Mr. Ellis.

154S Industrializing America. A survey of the major political, economic, and social continuities and discontinuities attendant on the growth of an industrial civilization between the Civil War and 1914. Mr. Locke.

155F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914. Mr. Ellis.

160W Nazi Germany. The roots of National Socialism, Adolf Hitler and the early Nazis, the appeal of Nazism in the Depression, the seizure of power, culture and society in the Third Reich, Hitler's war, and the "Final Solution." Mr. Albisetti.

[172S] The Scientific Revolution. A survey of the rise of modern science, including the development of a mechanical world view and its cultural consequences.

[173F] Science in Modern Times. Science and the Enlightenment, the rise of biology and medicine, the professionalization of science.

[210W] Introduction to Quantitative History. The application of quantitative methods (research design, simple statistics, and the use of the computer) to historical research. Prerequisite, one course in history.

211F Europe in the Age of the French Revolution and Napoleon. A study of the first great revolution of modern times and its effect throughout Europe. Open to sophomores. Mr. Traer.

213F Seminar on Social and Economic Change in Britain, 1688-1850. An examination of the problems of social and economic change in a burgeoning industrial society with emphasis on demographic change, the

entrepreneur, the Agricultural Revolution, and the social consequences of the Industrial Revolution. Prerequisite, 115, 118, or consent of the instructor. Mr. Marcy.

215F Renaissance Europe. A survey of the intellectual, political, and economic history of the Renaissance in Italy and northern Europe. Open to sophomores. Enrollment limited to 20. Mr. Miller.

216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin, and the Catholic Reformation. (Same as Religion 216.) Enrollment limited to 20. Mr. Miller.

[217F] Europe in the Nineteenth Century. Emphasis on social and economic as well as political history, including demographic change, industrialization, the rise of new social classes, and the development of institutions and culture. Prerequisite, one course in European history. (Next offered 1979-80.)

218S Europe in the Twentieth Century. Social, economic, and demographic developments in Europe since 1900; emphasis on the impact of two world wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. Prerequisite, one course in European history. Ms. Kanipe.

224S The Soviet Regime. Russia on the eve of Revolution; causes and processes underlying the collapse of the old order and the establishment and consolidation of the new Soviet regime; the USSR in World War II and up to the 1970's. Prerequisite, 123. Mr. Subtelny.

225F Modern European Intellectual History 1640-1815. The scientific revolution, philosophies of the modern state, secularism and skepticism, the Enlightenment, Goethe, and the Pre-Romantics. Open to sophomores. Enrollment limited to 20. Mr. Albisetti.

226S Modern European Intellectual History 1815-1940. The responses to industrialism, the Marxist challenge, the role of intellectuals, Romanticism, racialism and nationalism, the rise of social sciences and historicism, discovery of the unconscious, nihilism, and existentialism. Prerequisite, 225 or consent of the instructor. Enrollment limited to 20. Mr. Albisetti.

231F American Social and Intellectual History to 1865. A survey of the relationships between major intellectual movements and their social settings before the Civil War. Open to sophomores. Mr. Locke.

232S American Social and Intellectual History Since 1865. Intellectual currents and their social setting since the Civil War. Open to sophomores. Mr. Locke.

234S East Asia in the Modern World. The Western impact on East Asia;

the reactions of China, Korea, and Japan to Western pressures. Prerequisite, 133. Mr. Lee.

242S Studies in American Colonial History. Selected problems in colonial history, with an emphasis on the pre-Revolutionary period. Prerequisite, 141. Mr. Millar.

247F Seminar in American Diplomatic History. Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 146. Mr. Millar.

249F The Black Man in America. A survey of the relationship between black and white society in America, from colonial times to the present. Open to sophomores. (Offered in alternate years.)Mr. Millar.

250W Immigration and Ethnicity in American History. The formation of the American population; assimilation and acculturation; nativism. Open to sophomores. Mr. Ellis.

254S The American West Since 1781. A study of expansion, Indian-white relations, land policy, transportation, agriculture, community formation, conservation, and western impact on culture and politics. Emphasis on nineteenth century developments. Open to sophomores. (Offered in alternate years.) Mr. Ellis.

[255F] Problems in Nineteenth Century America. Topic for 1979-80: The Gilded Age. An intensive study of changes in political, economic, and social organizations; emphasis on effectiveness, leadership, and class and regional conflict. Prerequisite, 154. (Next offered 1979-80.)

256S Studies in Recent American History. A topical study of recent American political, economic, and social developments and the role of the United States in the world since 1914. Prerequisite, 155. Mr. Ellis.

[270W] Freud, Lorenz, and Vienna. An examination of the emergence of two scientific specialities--psychoanalysis and ethology--with emphasis on the social, cultural, and intellectual milieu of early twentieth century Vienna. Open to sophomores. Enrollment limited to 20.

[272S] The Darwinian Revolution. The history of evolutionary concepts: Darwin, pre-Darwinian evolutionary concepts of Lamarck and others, the cultural impact of the *Origin of Species* and post-Darwinian debates about the mechanism of evolution. Open to sophomores. Enrollment limited to 20.

[273F] The Warfare of Science and Religion. Examination of historical encounters between modern science and religion including such topics as: Newton and natural theology, Darwin and the fundamentalists, and the place of faith in a technological society. Open to sophomores. Enrollment limited to 20.

[274S] Science in the Popular Mode. Exploration of the popularization of scientific thought in the nineteenth and early twentieth centuries. Emphasis

on the popularizers, the audience, and the social results. Open to sophomores. Enrollment limited to 20.

[310S] Seminar On the Victorians. A study of the major ideas and concepts which shaped the Victorian mind as well as an investigation of the social setting in which these ideas developed. Open to sophomores. Prerequisite, one course in modern European history or in English literature. (Next offered 1979-80.)

[312S] Selected Topics on the French Revolution and the Napoleonic Era. An investigation of a variety of problems, such as the intellectual and social origins of the Revolution, patterns of class conflict, and the reaction of other countries to the influence of French ideas and institutions. A reading knowledge of French or another European language desirable. Prerequisite, 211. (Next offered 1979-80.)

313F Topics in Modern European Intellectual History. Topic for 1978-79: Fin de Siecle Europe. Focus on the interplay of socio-cultural and intellectual developments between 1890 and 1914. Prerequisite, 217, 218, or 226. Enrollment limited to 20. Mr. Albisetti.

315F Seminar on France in Modern Times. Problems of political instability, economic development, cultural achievement, and social conflict in nineteenth and twentieth century France. A reading knowledge of French desirable. Prerequisite, 114. Ms. Kanipe.

318S Ideas of History. An exploration of the problems of historical understanding, explanation, objectivity, causation, and determinism through examination of major nineteenth and twentieth century philosophers of history. Prerequisite, concentration in either History or Philosophy. Enrollment limited to 20. (Offered in alternate years.) Mr. Marcy.

319S History of European Lefts. An historical study of the development of Marxism, socialsm and anarchism, and syndicalism in nineteenth century Europe. Prerequisite, one course in modern European history. Enrollment limited to 20. Mr. Albisetti.

323F Selected Topics on the Russian Revolution. An investigation of a variety of problems relating to the social and political precondition for revolution and the Bolshevik seizure of power. Prerequisite, 224. Mr. Subtelny.

[325F] Topics in Middle Eastern History. Topic for 1979-80: The political, socio-economic, and ideological aspects of the Arab-Israeli conflict. Prerequisite, 124. (Next offered 1979-80.)

[326S] Fascism in Western and Eastern Europe. A comparative analysis of the social, economic, and ideological roots and forms of fascism in western and eastern Europe during the interwar period. Prerequisite, one course in modern European history. (Next offered 1979-80.)

327F Topics in Comparative History. Topic for 1978-79: The rise and fall of empires. Emphasis on the imperial ideologies, practices, achievements, and problems of the Russian, Hapsburg, and Ottoman empires. Prerequisite, two courses in European history. (Offered in alternate years.) Mr. Subtelny.

335F Modern Japan. The modernization of Japan and its subsequent domestic and international development. Prerequisite, 234. Mr. Lee.

336S Modern China. Changes in China's domestic and international situations since the late nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 234. Mr. Lee.

340W End of American Innocence. An analytic exploration of the period 1890-1914, with emphasis on reform organizations, political changes, industrial and bureaucratic consolidation, and artistic revolutions, as well as historiography. Prerequisite, two courses in American history. Enrollment limited to 20. Mr. Locke.

352S Topics in American History. Topic for 1978-79: America at War. A topical study of the processes and consequences of war, including justification, mobilization, suppression of dissent, and re-entry to peacetime. Prerequisite, two courses in American history. Enrollment limited to 20. Mr. Locke.

353F New York State. The political, economic, and social development of New York; the role of New York in national and international affairs. Prerequisite, two courses in American history. Mr. Ellis.

[357] Urban America. The urban impact upon American thought, culture, and institutions. Prerequisite, two courses in American history. (Next offered 1979-80.)

420fW Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 224, Russian 120, or Government 213. Extra cost. Limited enrollment. (Same as Russian 420fW.) (Offered in alternate years.) Messrs. Subtelny and Young.

439F Historiography. The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Mr. Lee.

550F,S Senior Program. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the Department. Required of candidates for Departmental Honors. Prerequisite, 439. The Department.

History of Art

See appropriate courses in Art.

History of Science

See appropriate courses in Classics and History.

Languages

See appropriate courses in English and Language Departments.

Literature

See Comparative Literature.

Mathematics

John T. Anderson, Robert J. Ellison, Larry E. Knop, Anne L. Ludington, Gordon D. Prichett (*Chairman*), and Alan H. Schoenfeld.

A concentration in Mathematics consists of six core courses (111-112 or 119, 213, 224, 315 or 335, and 325) and four electives, of which at least three must be at the 300-level or higher. Physics 210 may be used to satisfy a concentration requirement. A concentrator will emphasize one of four areas: Applied Mathematics, Computer Science, Pure Mathematics, or Statistics. A grade of B or higher in 467-468 and an average of at least 88.0 in all mathematics courses taken is required for departmental honors.

101F Pre-Calculus Mathematics. A study of topics necessary for the study of the Calculus, including functions, logarithms, graphing techniques, analytic geometry, and word problems. Four hours of class. May not be counted toward fulfillment of the concentration. Placement in the course subject to the approval of the Department. Not open to juniors. Mr. Anderson.

104S Excursions in Mathematics. An introduction to mathematical thought and problem solving, with topics selected from number theory, geometry, elementary topology, graph theory and mathematical recreations. May not be counted toward the fulfillment of the concentration. Mr. Schoenfeld.

111F,W,S-112F,W,S Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable, including topics from analytic geometry and numerical methods. Four hours of class. Some sections of this course, including all of those during the Winter Term, offered under the Self-paced Calculus program. Prerequisite 111W and 112W, permission of instructor. The Department.

119F Calculus and Analytic Geometry. A single semester review of the material of Mathematics 111-112. Offered only to those who have studied calculus but do not qualify for 213. Placement by the Department. Successful completion of 119 carries credit equivalent to 111-112. Offered under the Self-paced Calculus program. The Department.

130W Mathematical Modeling in Biology. An introduction to mathematical models in ecological and physiological systems. Emphasis placed on the formulation and validation of biological models. Prerequisite, one year of high school biology and Mathematics 101 or equivalent. (Same as Biology 130W.) Messrs. Price and Prichett.

160W Elementary Number Theory. Discovery method development of results in areas including repeating decimals, pythagorean triangles, geometric constructions, perfect numbers, Fibonacci numbers, and number curios. Prerequisite, 111. Mr. Anderson.

161W Techniques of Problem Solving. Useful strategies applied to problems from all domains of mathematics: methods of proof, uses of analogy, induction, special cases, symmetry, subgoals, hill-climbing, working backwards, generalizing, problem reformulation, "executive" or "managerial" strategies. Prerequisite, consent of the instructor. Mr. Schoenfeld.

213F,S Multivariable Calculus. Infinite series, vector calculus, functions of several variables, multiple integrals; brief introduction to ordinary differential equations. Prerequisite, 112 or 119. The Department.

224S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems; eigenvalues; mathematical and physical applications. Prerequisite, 213. The Department.

241F,S Introductory Computer Science. An introduction to computing and problem solving using PL/1. Applications chosen from the social sciences, the humanities, and business data processing. The Department.

242S Advanced Topics in Programming. Advanced problem solving techniques. Introduction to data structures. Use of system utilities, storage devices, and language processors. Discussion of several programming languages. Prerequisite, 241. Mr. Ellison.

251F Probability Theory and Applications. An introduction to probability, including probability spaces, random variables, expected values, multivariate distributions, and the central limit theorem, with applications to other disciplines.Prerequisite, 112 or 119. Mr. Knop.

[261S] Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 112 or 119. (Next offered 1979-80.)

315S Real Analysis. Topics including sequences, series, metric spaces, continuity, Riemann and Lebesque integrals, and sequences and series of functions. Prerequisite, 224. Mr. Schoenfeld.

316F Topology. An introduction to topology, including metric spaces and

the study of compactness, connectedness, separation, convergence, and continuity in general topological spaces. Prerequisite, 315. Mr. Schoenfeld.

318S Complex Variables. An introduction to the theory of analytic functions of a complex variable; conformal mapping, Laurent expansions, and contour integration. Prerequisite, 315 or 335. Mr. Anderson.

325F Modern Algebra. A study of algebraic structure; systems with one or two binary operations such as groups. rings, fields; construction of number systems. Prerequisite, 224. Ms. Ludington.

[326S] Advanced Algebra. Continuation of topics studied in 224 and 325. Topics may include Galois theory, algebraic geometry, applications. (Next offered 1979-80.)

335F Differential Equations. Theory and applications of differential equations, including first order equations, second order linear equations, series solutions, systems of equations, introduction to partial differential equations, and Fourier series. Prerequisite, 224. Mr. Knop.

338S Numerical Analysis. Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 241 and 224. Mr. Prichett

343S Computer System Design. An introduction to computer organization and the problems associated with the design of large programs such as a computer operating system. Microcomputers and IBM/370 system studied. An introduction to assembly language programming. Prerequisite, 242. Mr. Ellison.

[345F] Algorithms and Data Structures. Continuation of data structures of 242. Introduction to file structures and information retrieval. Selected topics in program verification and computation complexity. Prerequisite, 242. (Next offered 1979-80.)

352S Statistical Theory and Applications. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance, and nonparametric statistics, with applications to other disciplines. Prerequisite, 251. Mr. Knop.

[361F] Number Theory. Topics in number theory, including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, and continued fractions. Prerequisite, 325 or the consent of the instructor. (Next offered 1979-80.)

[418F] Measure and Integration. An introduction to Lebesque measure theory, including the topics of measurable functions, integration, and convergence theorems. Prerequisite, 315. (Next Offered 1979-80.)

467W-468S Thesis. A project limited to senior Mathematics concentrators,

resulting in a thesis supervised by a member of the Department. The Department.

Music

Stephen Bonta (*Chairman*), Jeffrey H. Cooper, Harris Lindenfeld, Jay Reise, Lee S. Spear. Adjunct Faculty: Stephen Best, Linda Morgan Ellison, Charles England, John Flaver, Mary Armistead Jones, Phyllis Murphy, Charles Schneider, Rebecca Felton Spear, JoElyn Wakefield-Wright.

A concentration in Music consists of ten courses: 101-102; 223-224; four courses from among 111-112, 211-212, 361, and 362; and two courses from among 252, 351, 352, 353, and 354. Since performance is an integral part of any music program, concentrators are expected to participate either as soloists or as a member of a performing group. Prospective concentrators in Music are given an examination to test their competence in the use of the piano as a basic tool. Those deficient in this area are offered up to two years of instruction without charge. This competence requirement should normally be met by the end of the junior year. Students demonstrating such competence may elect without cost four terms of instruction in an instrument or in voice.
Students contemplating graduate work in music should consult with the staff at an early date. Departmental honors can be earned through excellence in course work and in a prescribed independent project.

101F-102S Principles of Music. A listening course that examines musical materials, processes, and conventions, and their use in selected works from the Western tradition. Consideration of the problems of musical meaning, performance practice, and the means of transmission of musical information. No previous knowledge of music required. 102 may be taken as a separate course only with consent of the instructor. Messrs. Bonta and Cooper.

106S Music Theory for Non-majors. An introductory survey of the most important aspects of music theory necessary for an intelligent performance, from reading notes and chord progressions to interpreting music. No previous knowledge of music required. Mr. Lindenfeld.

111F-112S Theory I. Intensive training in the fundamentals of music as they evolve from Monteverdi to Brahms. Beginning work in eartraining, dictation, and sightsinging, in addition to regular written assignments. Four hours of class. Enrollment limited to 30. Order of priority: sophomores, freshmen, juniors, seniors. 112 may be taken as a separate course only with consent of the instructor. Messrs. Lindenfeld and Reise.

131-132 Solo Performance. The study of music through performance in either voice or an instrument. One hour tutorial. May be started either in the Fall or Spring term. This course, successfully pursued for two terms, will earn one course credit. A fee is charged. Instruction in orchestral

instruments offered by members of the Syracuse Symphony. The Department.

141F-142S Group Performance. The study of music through performance, either in the College Choir, College Hill Singers, Brass Choir, Chamber Orchestra, Woodwind Ensemble, or Oratorio Society. Prerequisite, consent of instructor. For each term the student will receive one-quarter course credit. This course may be repeated throughout the student's college career. Students are encouraged to participate in, and may be registered for, more than one group, but will receive only one-quarter course credit per term. The Department.

171F Electronic Music. Elementary electro-acoustical theory. Introduction to the ARP synthesizer. Exercises in elementary recording, synthesizer, and editing techniques. Students will be expected to complete one short project involving elementary electronic composition. Enrollment limited to 13. Mr. Reise.

211F-212S Theory II. Concepts of harmony and counterpoint as the natural consequence of the material studied in Theory I, with a focus on the music of the Classic and Romantic periods. Four hours of class. Concentrators must elect 223-224 concurrently. Enrollment limited to 30. Prerequisite, 112 or consent of instructor. Mr. Lindenfeld.

223F-224S Musicianship. Further development of the basic skills of music: eartraining and keyboard facility. Work in dictation and sightsinging, to acquire the ability to write what one hears and to sing previously unheard music at sight. Training in keyboard technique, with special emphasis on sight-reading, figured bass realization, reading from open score; in the second term, work in the use of clefs and transposition. Two hours of class, one hour of keyboard tutorial. Designed for and required of the music concentrator. Open to non-concentrators only with the consent of the department chairman. Prerequisite, 112. 224 may be taken as a separate course only with consent of instructors. Messrs. Best and Spear.

231-232 Solo Performance. A continuation of Music 131-132. A course in music theory or music history must be elected concurrently. Prerequisite, 132 and consent of instructor. This course may be repeated at increasingly advanced levels. A fee is charged. The Department.

252S Twentieth Century Music. A comprehensive survey of the origins and trends of music in this century. Consideration of the different ways of listening to contemporary music. Prerequisite, 111 or consent of instructor. (Offered in alternate years.) Enrollment limited to 20. Mr. Reise.

253W Beethoven. Study of the man, his works, and his time. Consideration of influences on him, his development as a musician and composer, and his influence on later musicians. Designed primarily for the non-concentrator. Prerequisite, 102 or 112. Enrollment limited to 20. Mr. Reise.

254W Bartok and Stravinsky. A study of the principal works of two important composers of the twentieth century. A listening course designed primarily for the non-concentrator. Prerequisite, 102, 112, or consent of the instructor. Mr. Lindenfeld.

323F-324S Intermediate Keyboard. Continuation of keyboard work begun in Music 223-224. One hour of tutorial. This course successfully pursued for two terms will earn one course credit. Prerequisite, 224. 324 may be taken as a separate course only with consent of instructor. Mr. Best.

[351] Problems in Medieval and Renaissance Music. The study of selected works from the Western tradition through 1600. Consideration of the problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 102, 112. (Next offered 1979-80.)

352S Problems in Baroque Music. The study of selected works from the Western tradition from 1580 to 1750, including those by major composers from Monteverdi to Bach. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 102, 112. (Next offered 1979-80.)

353F Problems in Classic Music. The study of selected works from the Western tradition from 1750 to 1827, including those by major composers from Gluck to Beethoven. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 102, 112. (Offered in alternate years.) Mr. Bonta.

354S Problems in Romantic Music. The study of selected works from the Western tradition from 1800 to 1914, including those by major composers from Schubert to Mahler. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 102, 112. (Offered in alternate years.) Mr. Cooper.

361F Advanced Theory. Wagner, Mahler, R. Strauss, Debussy, Stravinsky, Schoenberg, and others. An investigation of the music bridging the Romantic era and the twentieth century. Enrollment limited to 20. Prerequisite, 212. Mr. Reise.

[362S] Seminar in Contemporary Techniques. Analysis and composition. Content to be determined according to the needs of the students. Prerequisite, 212 or consent of instructor. (Next offered 1979-80.)

[363F] Instrumentation and Orchestration. Investigation of the instruments of the orchestra. Exercises in idiomatic writing and orchestral transcription. Analysis of various styles of orchestration, with emphasis on modern orchestral techniques. Prerequisite, 112 and consent of the instructor. (Next offered 1979-80.)

365F Composition. Twentieth-century compositional techniques, including notational problems and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended

work. Prerequisite, 112 and consent of instructor. Enrollment limited to 20. (Offered in alternate years.) Mr. Lindenfeld.

Philosophy

Russell T. Blackwood (*Chairman*), David O. Butcher, Phyllis S. Morris, Elizabeth Potter, Elizabeth M. Ring, Robert L. Simon, and Richard Werner.

A concentration in Philosophy consists of 201, 203, 240, and five other courses, including advanced study in Epistemology or Metaphysics, Value Theory or Philosophy of Religion, and Logic or Philosophy of Science. Candidates for honors must pass with distinction special written and oral examinations in the spring of the senior year.

110F,S Introduction to Philosophy. Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Some sections not open to seniors; some sections not open to freshmen. The Department.

130F,S Critical Reasoning. Introduction to methods of reasoning and argumentation. Consideration of common argument forms and fallacies of argument. Application to longer written pieces. Not open to seniors. Ms. Ring and Mr. Werner (F); Mrs. Morris (S).

140W Self-Deception. A study of recent philosophical attempts to resolve the paradox of self-deception. Readings in Sartre, Demos, Canfield, Fingarette, Hamlyn, Rorty, and others. Not open to students who have taken more than one course in philosophy. Mrs. Morris.

[150W] Philosophical Foundations of Relativism. A critical examination of the claims of ethical relativists and of those who argue that science itself is not objective. Readings from works of Benedict, Hanson, and Kuhn. Open only to freshmen. Enrollment limited to 25.

160S Introduction to Existentialism. A study of principal issues of literary and philosophical existentialism, with special emphasis on the nature of choice, the human individual, and the quest for being. Not open to seniors. Mrs. Morris.

180S Political and Social Philosophy. Investigation of principal issues of social and political philosophy, with special emphasis on those involving legitimacy, equality, rights, and freedom. Not open to seniors. Mr. Simon.

201F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization from early Greek times to the fall of Rome. Open to sophomores. The Department.

202W The History of Western Philosophy: Medieval and Renaissance. A

study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 201. Mr. Blackwood and Ms. Potter.

203S The History of Western Philosophy: Modern. A study of the philosophical classics from Descartes to the present day. Prerequisite, 201. The Department.

209F Philosophy and Feminism. Analysis of issues of current concern to women. Primary emphasis on the evaluation of arguments offered by contemporary thinkers on all sides of these issues. Enrollment limited to 20. Open to sophomores. Ms. Potter.

[215S] Truth. Exploration of both classic and contemporary theories of truth and knowledge. Not open to seniors. Enrollment limited to 20.

219F Introduction to Ethics. Investigation of principal normative ethical theories including relativism, egoism, utilitarianism, formalism, pluralism, and theories of the good life. Emphasis on both classical and contemporary sources. Open to sophomores. Enrollment limited to 20. Mr. Werner.

220S Contemporary Moral Issues. Philosophical investigation of some current controversies in social ethics and public policy, such as human rights, world hunger, legitimacy of war and use of violence, abortion, sexual equality, marriage, and the prospect for human survival. Open to sophomores. Enrollment limited to 20. Mr. Werner.

240F,S Symbolic Logic. A study of formal techniques for evaluating inferences. 240F not open to freshmen. Ms. Ring.

[247W] Philosophy of Art. Clarification of some of the principal philosophical issues concerning the nature and function of art.

250W Philosophical Problems in Medicine. Examination of conceptual and ethical problems that arise from biomedical research and the practice of medicine. Application of ethical theory and techniques of conceptual analysis to such problems. Mr. Simon.

[260S] Philosophy of Natural Science. Investigation of such issues as the nature, justification, and scope of scientific method; the patterns of scientific explanation; and the reality of scientific constructs. Open to sophomores.

270S On What There Is. Investigation of such issues as the grounds for existence claims, with special attention to the existential implications of logic, mathematics, and science; the problem of universals; and the relation between identity and existence. Open to sophomores. Mr. Butcher.

280S Philosophy of Language. Contemporary approaches to the structure of language, the relation of language to reality, the relation of languages to thought, and the nature of metaphor. Open to sophomores. Mr. Butcher.

290S Philosophy of Mind. A study of recent work in the philosophy of

mind, with emphasis on the relation between the mind and the brain. Attention given to the bearing of scientific discoveries on this issue. Open to sophomores. Ms. Ring.

[305] Humanistic Marxism. Investigation of the epistemological, metaphysical, and ethical foundations of Marxism. Emphasis on Hegel, the early Marx, and the recent formulations of humanistic Marxism. Open to sophomores. Enrollment limited to 20.

[311F] Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in philosophy or religion. (Same as Religion 311.)

321F Hindu and Buddhist Thought. The faith, practices, history, and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two courses in philosophy or religion. (Same as Religion 321.) Mr. Blackwood.

331F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in religion or philosophy or consent of the instructor. (Same as Religion 331.) Mr. Williams.

340S Philosophy of the Social Sciences. An investigation of philosophic problems in the social sciences, with special emphasis on the concepts of explanation, objectivity, and value-neutrality. Open to sophomores. Mr. Werner.

[341F] Hume. Intensive discussion of Hume's major philosophical works and selections from his *History* and *Essays*; analysis of the relationship between his scepticism and substantive knowledge claims. Prerequisite, 201 or consent of the instructor. Enrollment limited to 20.

342S Kant. Critical discussion of Immanuel Kant's theory of knowledge with principal emphasis on *The Critique of Pure Reason* and recent commentaries. Prerequisite, two courses in philosophy or consent of the instructor. Enrollment limited to 20. Ms. Potter.

[343S] Sartre. A study of major existential works of Jean-Paul Sartre, with particular attention given to *Being and Nothingness*. Prerequisite, 203 or consent of the instructor.

[351F] Pragmatism. Intensive investigation of the major American pragmatists: C.S. Peirce, William James, John Dewey, and C.I. Lewis. Readings to include works which influenced the pragmatic movement as well as writings of recent descendants of the movement. Prerequisite, two courses in philosophy or consent of the instructor.

361F Contemporary Analytic Philosophy. Important developments in twentieth century Anglo-American philosophy concerning the traditional

problems in metaphysics and epistemology. Prerequisite, 203 or consent of the instructor. Mr. Butcher.

362S Phenomenology and Existentialism. Goals, methodology, and main directions of the twentieth century phenomenological and existential movements, with consideration of some of their major contributions. Prerequisite, 201 or 203, or consent of the instructor. Enrollment limited to 20. Mrs. Morris.

[380F] Philosophy of Law. Inquiry into the nature and authority of law, the character of judicial reasoning, and the justification of punishment, with particular attention given to the relation of legality and morality. Open to sophomores.

410F Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention given to the nature of religious knowledge. Prerequisite, two courses in philosophy or religion. (Same as Religion 410.) Mr. Eaton.

[420S] Seminar in Metaphysics. Study of some principal metaphysical problems, including determinism, causality, and the explanation of action. Prerequisite, two courses in philosophy or consent of the instructor.

430F The Problem of Knowledge. Inquiry into whether it is possible to reject scepticism without resorting to dogmatism. Prerequisite, two courses in philosophy or consent of the instructor. Ms. Potter.

440S Seminar in Ancient Greek Philosophy. Intensive investigation of a major Greek philosopher with attention given to works which influenced him and the works of his intellectual descendants. Prerequisite, two courses in philosophy, or 201, or consent of the instructor. Mr. Werner.

450F Seminar in Ethical Theory. An investigation of twentieth-century ethical theory, focussing on theories of the meaning of ethical terms and theories of justification in ethics. Prerequisite, two courses in philosophy. Mr. Simon.

[460W] Contemporary Studies of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. Prerequisite, two courses in philosophy.

Physics

Peter J. Millet, Philip M. Pearle, James W. Ring (*Chairman*), and Alma C. Zook.

A concentration in Physics consists of 110-120, 210, 230, 240, 250, 310, and 410. Prospective concentrators should take Physics 110-120 and Mathematics 111-112 in the freshman year. Freshmen interested in the 3-2 engineering program affiliating Hamilton with engineering schools should

take Physics 110-120, Mathematics 111-112, and Chemistry 111 or 115. Students with Advanced Placement in physics or mathematics should consult the Department chairman. Honors in physics requires outstanding work in an independent study project sponsored by the Department.

110F-120S Principles of Physics. An introduction, including mechanics, thermodynamics, and the Special Theory of Relativity in the first semester and electricity and magnetism, optics and quantum physics in the second. Differential and integral calculus introduced and used. Mathematics 111-112 or its equivalent must either precede or be taken concurrently; 120 may not be taken as a separate course. Three hours of class and three hours of laboratory. The Department.

150S The Physicist's View of Nature. The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles and cosmology. A course about the principles of contemporary physics for students not going on in science. Mr. Pearle.

160F Introduction to Astronomy. A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Stellar observations and deduced characteristics. Structure of galaxies. Three hours of class and one-and-one-half hours of laboratory. Mr. Millet, Ms. Zook.

170W The Physics of Energy. A study of the physical laws and principles which apply to energy and to its sources and uses. Projects such as experiments with hot water and hot air solar collectors, calculations and measurements of heat loss of buildings. Two hours of class and two hours of laboratory daily. Mr. Ring.

180W How to Build a Computer and Use It. Introduction to a technological revolution: electronics from basic principles to integrated circuits, in tandem with microcomputers and elementary programming. Two hours of class and four hours of laboratory daily. Enrollment limited to 12. Mr. Pearle.

190W Musical Acoustics. The scientific basis of musical instruments, tone quality, musical scales, and hearing. Demonstrations and introduction to terminology and underlying principles in class. Use of oscilloscopes, tone generators, wave analyzers, and frequency meters in the laboratory. Two hours of class and two hours of laboratory daily. Enrollment limited to 16. Mr. Millet.

210S Mechanics and Mathematical Physics. Principles of classical mechanics, including dynamics of particles, resonance, the two-body problem, celestial mechanics, wave motion, and Lagrange's equations. Topics in mathematical physics, such as linear differential equations, infinite series, Fourier series, and partial differential equations treated in the context of mechanics. Prerequisite, 120 and Mathematics 112. Mr. Millet.

230S Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, triodes, and transistors. Circuits ranging from rectifiers, amplifiers, and oscillators to operational amplifiers and integrated circuit adders and counters discussed in class and investigated in the laboratory. Three hours of class and three hours of laboratory. Prerequisite, 120 and Mathematics 112. Mr. Pearle.

240F Electricity and Magnetism. Maxwell's Equations studied in both differential and integral form. Plane electromagnetic wave propagation in vacuum; properties of dielectric and magnetic materials. Three hours of class and three hours of laboratory. Prerequisite, 120 and Mathematics 112. Mr. Ring.

250S Statistical Physics. A study of large scale systems from the point of view of molecular theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of the molecules. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work, and the laws of thermodynamics. Applications to various physical systems. Prerequisite, 120 and Mathematics 112. Mr. Millet.

[260S] Introduction to Astrophysics. A survey which integrates the observations of astronomy with physical theory. Solar system structure and laws, equations of stellar models, degenerate matter, and cosmological models. Current problems. Prerequisite, 120 and Mathematics 112. (Not open to those who have had 160.) (Next offered 1979-80.)

310F Quantum Mechanics. A formal development of the basic theory and its applications to physical systems. Prerequisite, 210 and 240. Mr. Pearle.

320F Advanced Topics in Classical Physics. Topics include electrodynamics, propagation of electromagnetic waves, hydrodynamics, and Hamiltonian mechanics. Three hours of class and three hours of laboratory. Prerequisite, 210 and 240. Messrs. Millet and Pearle.

390F Relativity. A study of classical field theories. Emphasis on the Special Relativity Theory of electromagnetism and on the General Relativity Theory of gravity. Prerequisite, 210 and 240. (Offered in alternate years.) Mr. Pearle.

410S Advanced Topics in Quantum Physics. Topics include atomic and molecular physics, solid state physics, nuclear physics, and elementary particle physics. Three hours of class and three hours of laboratory. Prerequisite, 250 and 310. Mr. Ring, Ms. Zook.

Psychology

David A. Begelman, Doris Collins, George A. Gescheider (*Chairman*), W. Lawrence Gulick, Douglas J. Herrmann, Christopher Peterson, Jonathan Vaughan, and Douglas A. Weldon.

A concentration in Psychology consists of eight courses; these must include the following: 100 and 110, 200, 210, and four other courses, two of which must be laboratory courses chosen from among 318, 324, 330, 337, 350, 360, 380, and 391. Prospective concentrators should elect 200 in their sophomore year, and concentrators should elect 210 no later than their junior year. Mathematics 251-352 may be substituted for Psychology 210. It is recommended that students preparing for graduate work in experimental psychology take courses in biology, chemistry, physics, and mathematics.
A concentration in Psychobiology consists of 100, Biology 111-112, Psychology 200, 210, 318, 330, and 350, and one course chosen from other advanced psychology courses or Biology 222, 227, 331, or 441. Students planning for graduate work in Psychobiology should also take Chemistry 223-224.
Students may earn Departmental honors through distinguished achievement in psychology courses, including 550, and a successful oral defense of a thesis based on independent research.

100F,S Introduction to Psychology: Nervous System and Behavior. Study of the biological bases of behavior. Topics such as anatomy and physiology of the nervous system, the senses, perception, learning, memory, and motivation. Mr. Gescheider (F); Mr. Weldon (S).

110F,S Introduction to Psychology: Behavior of the Individual. Study of the individual in society. Topics include: biosocial psychology, developmental psychology, personality, social psychology, and abnormal psychology. Ms. Collins, Mr. Peterson (F); The Department (S).

200F Principles of Psychological Research. The methods used in the study of animal and human behavior. Topics include conditioning, learning, motivation, memory, psychophysics, and the physiological bases of behavior. Laboratory work includes experiments with humans and animals. Three hours of class and three hours of laboratory. Prerequisite, 100 and 110 (one of which may be taken concurrently); Biology 111 may be substituted for 110. Mr. Vaughan.

210S Principles of Statistical Analysis. An introduction to descriptive and inferential statistics as used in psychological research. Three hours of class and three hours of laboratory. Prerequisite, 200 or in special cases consent of instructor. (Not open to students who have taken Economics 210.) Mr. Hermann.

211S Child Development. A survey of developmental theories and research, emphasizing the period from birth to adolescence. Topics include: motor, perceptual, and social development in infancy; language acquisition; cognitive change in the preschool and early school years; moral development; and sex role development. Projects involving observation of children in a preschool setting. Prerequisite, 100 or 110. Enrollment limited to 20. Ms. Collins.

212F Theories of Personality. An examination of psychoanalytic and behavioral approaches to personality. The course focuses on the formulations, research support, and applications of these theoretical orientations, with an emphasis on the work of Freud, Jung, Adler, Erikson, Sullivan, Watson, Pavlov, Skinner, and Bandura. Prerequisite, 100 or 110. Enrollment limited to 20. Mr. Begelman.

214S Social Psychology. The study of the individual in a social context. Emphasis placed on conceptual issues as manifest in the treatment by social psychology of such topics as: aggression, attraction, humor, intra- and inter-personal perception, prejudice, and group processes. Prerequisite, 100 or 110. Enrollment limited to 20. Mr. Peterson.

215F Biosocial Psychology. An examination of people's behavior from a biological perspective. Representative topics include: human evolution, the biological bases of sex differences and language, biological theories of psychopathology, and genetic contributions to personality traits and cognitive abilities. Prerequisite, 100, or 110, or Biology 112. Enrollment limited to 20. Mr. Weldon.

216S Psychology of Sex Differences. An examination of behavioral differences between males and females. Consideration given to biological and psychological explanations of sex differences and to the relevance of sex differences for contemporary society. Prerequisite, 100 or 110. Enrollment limited to 20. Ms. Collins.

218W Cognitive Social-Personality Psychology. A survey of approaches to the study of thought by social and personality psychologists. Particular emphases are placed on cognitive style, social judgment, and causal attribution. Prerequisite, 100 or 110. Enrollment limited to 20. Mr. Peterson.

234S Computers in Research. A practical introduction to on-line experimental control and data analysis in psychology and related disciplines. Topics include experimental design, theory of operation of minicomputer hardware and software, assembly and higher-level programming languages, and the use of applications software packages. Term project required. Enrollment limited to 15. May not be counted for the concentration. Prerequisite, Mathematics 241, or equivalent programming experience, or consent of instructor. Mr. Vaughan.

[310W] Advanced Statistical Analysis. Analysis of variance, nonparametric tests, factor analysis and multidimensional scaling as applied to specific problems of psychological data analysis. Prerequisite, 210. (Next offered 1979-80.)

318F Animal Behavior. An overview of methods and findings in comparative psychology and ethology. Topics include behavior genetics, development of behavior communication, sensory processes, learning, social behavior, neuroethology, and the influences of hormones on behavior.

Three hours of class and three hours of laboratory. Prerequisite, 200. Mr. Weldon.

324F Methods of Child Development. An introduction to research methods appropriate to the study of child development. Students are expected to review the literature and conduct a research project in an area of their own interest. Lecture and laboratory. Prerequisite, 200, 210, and 211. Enrollment limited to 20. Ms. Collins.

330S Physiological Psychology. The relation between behavior and nervous system. Topics in neuroanatomy and neurophysiology, and the physiological basis of sensation, motivation, emotion, memory, and learning. Three hours of class and three hours of laboratory. Prerequisite, 200. Mr. Vaughan.

334F Abnormal Psychology. An exploration of empirical and conceptual problems arising over the treatment, classification, and explanation of behavior disorders. Emphasis is on a critical rather than a descriptive approach to psychopathology. Prerequisite, two courses in psychology. Mr. Begelman.

[336] Special Topics in Personality. Topic for 1979-80 to be selected. (Next offered in 1979-80.)

337S Methods of Social-Personality Psychology. Survey of research methods of social-personality psychology. Additionally, attention devoted to the methodological implications of the so-called crisis in contemporary social psychology. Lecture and laboratory. Prerequisite, 200 and 210. Enrollment limited to 20. Mr. Peterson.

340S Special Topics in Psychobiology. Topic for 1979: Psychopharmacology. A study of the effects of drugs on animal and human behavior. Topics include: basic neuropharmacology, alcoholism, addiction, analgesics, tranquilizers, sedatives, stimulants, hallucinogens, and the implications of drug effects for biological theories of behavior. Prerequisite, 100, or 110, or Biology 112. Mr. Weldon.

350S Perception and Psychophysics. A study of the psychological and physiological properties of sensory and perceptual processes. Three hours of class and three hours of laboratory. Prerequisite, 200. Mr. Gescheider.

360W The Cutaneous Senses. An investigation of the anatomy, physiology, and psychophysics of the cutaneous senses. An introduction to the basic principles of sensory information processing by an examination of tactile, temperature, and pain sensitivity. Extensive laboratory work. Prerequisite, 100 or Biology 112. Enrollment limited to 10. Mr. Gescheider.

370W Thinking. The experimental investigation of complex cognitive processes in humans. Topics include reasoning, problem solving, creative thought, and concept formation. Prerequisite, 100 or 200. Mr. Herrmann.

380F Human Memory. An analytical study of the components and processes of human memory. Three hours of class and three hours of laboratory. Prerequisite, 200 and 210, one of which may be taken concurrently. Mr. Herrmann.

390S Psycholinguistics. A study of the theories and data concerning the processing of language, with particular attention to syntax and meaning. Prerequisite, 200. Mr. Herrmann.

391S Behavior Therapy. The theory and practice behind experimentally derived techniques in the treatment of behavior disorders. Discussion and demonstration of current clinical methods inspired by the work of Pavlov, Skinner, Hull, Mowrer, Guthrie, Wolpe, Lazarus, Cautela, and their students. Three hours of lecture and three hours of laboratory. Priority to psychology concentrators. Prerequisite, 200, 334, junior or senior standing *and* permission of instructor. Enrollment limited to 20. Mr. Begelman.

410F Special Topics in Experimental Psychology. Hearing: a seminar on auditory perception, with special emphasis upon the evolution of the ear, physiological acoustics, auditory theory, and selected topics on auditory phenomena including the perception of pitch, loudness, and sound localization. Prerequisite, 200. Mr. Gulick.

550F Advanced General Psychology. A comprehensive overview of the field, with the aim of identifying major trends in modern psychology and their historical development. Open only to senior psychology concentrators. Required for Departmental honors. Messrs. Begelman and Gescheider.

Religion

Jeffrey C. Eaton, Melvin B. Endy, Jr., David B. Miller, Hermine W. Williams, and Jay G. Williams (*Chairman*).

A concentration in Religion consists of nine courses, including 100 or 110, one from 400-level offerings, and 550 or its equivalent in the senior year. Honors will be awarded on the basis of the cumulative average achieved in courses in the Department and performance in 550.

100F Gods and Myths of Western Culture. An introduction to the study of religion as it has been experienced, understood, and criticized in Judaeo-Christian culture and in modern secular society. Not open to seniors. Mr. Endy.

110S Time, Space, and Power. An introduction to the study of religion as manifested in various cultures, past and present; the comparison of religious forms and structures, particularly those of the non-Western world, which may illumine the nature of our own religious thought and behavior. Not open to seniors. Mr. Williams.

[120W] Spiritual Autobiography. Readings in the spiritual tradition of Western Christianity from Saint Augustine to Thomas Merton. (Next offered, 1979-80.)

130W The Sanctity of Life. A study of past and present thought in Western religion and culture on the sanctity of human life and the justification for ending life by means of war, terrorism, justifiable homicide, capital punishment, euthanasia, suicide, and abortion. Enrollment limited to 12. Mr. Endy.

140W Christian Ethics. An analysis of decision-making informed by Christian theology and social thought. Among the issues to be considered are sexuality, race relations, war, and punishment. Readings taken from a variety of religious and secular sources. Major emphasis placed on student participation in discussion. Enrollment limited to 20. Mr. Eaton.

200F The Religion of Ancient Israel. An introduction to the religion of ancient Israel as it is expressed in selected books of the Law, Prophets, and Writings. Open to sophomores. Mr. Williams.

210S The Origins of Christianity. A study of the origin and early development of Christianity against the background of Hebraic religion and the religious life of the Greco-Roman world. A comprehensive introduction to the major source, the New Testament. Open to sophomores. Mr. Endy.

216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin, and the Catholic Reformation. Mr. Miller. (Same as History 216.)

230F Religion in America: Puritanism to Pluralism. An historical and topical study of important developments in American religious thought and life, and of American civil religion from Puritanism to recent times. Designed as a comprehensive introduction to Protestant theology and its cultural influence and to the religious aspects of American intellectual history. Open to sophomores. (Offered in alternate years.) Mr. Endy.

[240S] Religion in America: The Contemporary Era. A study of American religious thought and life in the pluralistic setting of the twentieth century; with emphasis on major Protestant, Catholic, and Jewish beliefs and practices; theological developments; and American civil religion. Prerequisite, one course in religion or American history. (Next offered 1979-80.)

260S Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, and notational and aural symbolism. No previous knowledge of music required. Open to sophomores. Ms. Williams.

270S The Meaning of God. An investigation of the question: "what is referred to by the word 'God'?" Both cultural and logical challenges to traditional answers will be considered. Readings from modern, critical theologians. Mr. Eaton.

280F The Evolution of Christian Thought. A study of the Church in society from the first century to the middle ages. Mr. Miller.

290S History of the Christian Church. Catholic and Protestant Christianity from the Middle Ages to the nineteenth century. Mr. Miller.

[311F] Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in philosophy or religion. (Same as Philosophy 311.) (Next offered 1979-80.)

321F Hindu and Buddhist Thought. The faith, practices, history, and philosophies of Hinduism, Theravada, and Mahayana Buddhism. Prerequisite, two courses in philosophy or religion. (Same as Philosophy 321.) Mr. Blackwood.

331F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the readings of translated texts from pre-Buddhist China. Prerequisite, two courses in religion or philosophy or consent of instructor. (Same as Philosophy 331.) Mr. Williams.

350F Seminar in Church History and Historical Theology. Topic for 1978: The theology of C.S. Lewis and the Inklings. Prerequisite, two courses in religion or consent of instructor. Mr. Miller.

[360S] American Religious Thought to 1820. An intensive study of religious thought and life in America from the rise of Puritanism to the early nineteenth century. Readings in the classics of Puritanism, Quakerism, the Great Awakening, and the American Enlightenment and on the role of religion in the rise of national consciousness. Prerequisite, one course in religion or two in American history. (Next offered 1979-80.)

370S American Religious Thought Since 1820. An intensive study of selected aspects of religious thought in the United States. Readings in major theologians and in the religious thought of significant intellectual and literary figures. Prerequisite, two courses in religion or one in religion and one in American history, literature, or philosophy. (Offered in alternate years.) Mr. Endy.

410F Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in religion or philosophy. (Same as Philosophy 410.) Mr. Eaton.

430F The Attack Upon the Defense of Christendom in the Nineteenth Century. An intensive study of works by important protagonists and critics of religion in the nineteenth century. Emphasis placed on the thought of Hegel, Feuerbach, Kierkegaard, Marx, and Nietzsche. Prerequisite, two courses in religion, or Philosophy 201-203, or consent of the instructor. Mr. Williams.

[450F] Theories of Religion. Analysis of a variety of contemporary approaches to the study of religion, leading to the development of one's own methodology. Emphasis on the methodology and conclusions of such men as Berger, Eliade, Levi-Strauss, Ricoeur, and Jung. Prerequisite, two courses in religion or consent of instructor. (Next offered 1979-80.)

[460S] Seminar in Theology. Selected topics in Western theology, usually of the modern era. Prerequisite, two courses in religion or consent of instructor. (Next offered 1979-80.)

470S Seminar in Asian Religion. Mahayana Buddhism in China and Tibet. A study of the various traditions of Mahayana through analysis of selected texts and secondary sources in translation. Prerequisite, 321 or 360, or History 133 and one course in religion. Mr. Williams.

550W Comprehensive Program. A program of readings, seminar discussion, and reports culminating in a comprehensive examination. Required of all senior concentrators. The Department.

Romance Languages

The Department of Romance Languages offers programs of instruction and concentration in French and in Spanish. The foreign language is used as much as possible in the introductory courses, while all upper level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the Department strongly recommends study abroad and sponsors its own Junior Year in France and Academic Year in Spain program.

French

Patricia Cholakian, Rouben C. Cholakian, Francoise Davis, James B. Davis (*Chairman*), Franklin G. Hamlin, and Marcel I. Moraud.

A concentration in French consists of eight courses numbered 130 or higher, one of which must be 550. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year. Candidates for honors will be required to earn a B+ or better on an honors examination taken at the end of their senior year; they also are expected to complete a program of specific courses selected in consultation with the Department.

110F First Term French. A thorough grounding in aural comprehension, speaking, reading, and writing. Taught partially in French. Four hours of class, with additional laboratory work. Open to students who have had no previous training in French. Mr. Cholakian.

111F Review of First Year French. Special course designed for students who have done previous work in French in secondary school and do not qualify for the regular first year courses. Intensive review of first year French. Students who successfuly complete the course qualify for French 130. Four hours of class, with additional laboratory work. Ms. Davis.

120F,S Second Term French. Further work in aural comprehension, speaking, reading, and writing. Prerequisite, 110. Four hours of class, with additional laboratory work. Not open to students who have taken 111. Mr. Davis.

130F,S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Three hours of class, with additional laboratory work. Prerequisite, 111 or 120. Messrs. Cholakian and Davis (F); Mr. Hamlin (S).

140F,S Fourth Term French. Reading of selected texts, with outside reading. Practice in oral and written expression. Three hours of class, with additional laboratory work. Prerequisite, 130. Mr. Hamlin (F); Ms. Cholakian, Mr. Cholakian (S).

160W Paris: Winter Term. Small language classes daily for grammar, pronunciation and conversation. Scheduled visits to monuments in and around Paris. Attendance at plays and concerts. Oral and written reports, and examinations. Housing with French families. Extra cost. Prerequisite, 130 or the consent of the Department. The Department.

[170W] French Phonetics. Study of French pronunciation and intonation. One hour a day of theory and two hours of day of practice in the laboratory. General tendencies of spoken French with concentration on special problems of Americans. Classes five days a week. Enrollment limited to 20. Prerequisite, 120 or consent of the instructor. (Next offered 1979-80.)

180W The Major Prose Writings of Albert Camus. Analysis and discussion of the major prose writings of Albert Camus. Two sections, with readings, discussions, and writing in English in one section and in French in the other. Works studied and discussed will be *Noces, The Stranger (L'Etranger), The Myth of Sisyphus (Le Mythe de Sisyphe), The Plague (La Peste), The Fall (La Chute), The Exile and the Kingdom (L'Exil et le royaume).* Mr. Hamlin.

200F,S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading

skills. Written as well as oral exercises. Laboratory work. Taught in French. Prerequisite, 140 or consent of the Department. Mr. Hamlin.

210F,S Introduction to French Literature. Study and analysis of selected works by major authors, Written reports and laboratory work. Taught in French. Prerequisite, 140 or consent of the Department. Mr. Cholakian.

250S Contemporary France. Attitudes, customs, social structure, institutions, and problems in present-day France. Discussion, outside reading, and oral and written reports. Taught in French. May be taken by students who have had 300 or above, in which case extra work is required. Prerequisite, 140 or consent of the Department. Mr. Davis.

300F French Classicism. Study and analysis of important texts of the seventeenth century. Written and oral reports and "*explications de textes.*" Authors studied and discussed include Corneille, Molière, Racine. Taught in French. Prequisite, any 200-level course or consent of the Department. Ms. Cholakian.

[310F] The Age of Enlightenment. Study and analysis of eighteenth-century writers. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered 1979-80.)

320S Nineteenth Century French Novel. Study of the development of the novel in the nineteenth century. Romanticism, realism and naturalism. Lectures, discussions, outside reading, and oral reports. The authors studied and discussed will be: Chateaubriand, Balzac, Stendhal, Flaubert, Zola. Taught in French. Prerequisite, any 200-level course or consent of the Department. Mr. Cholakian.

[330F] Twentieth Century French Prose. Study and analysis of French literature and thought in the twentieth century as reflected in prose. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered 1979-80.)

340F French Poetry from 1850 to the Present. Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports, and "*explications de textes.*" Baudelaire, Leconte de Lisle, Heredia, Verlaine, Rimbaud, Mallarmé, Péguy, Apollinaire, Valéry, St.-John Perse, Eluard. Taught in French. Prerequisite, any 200-level course or consent of the Department. Mr. Davis.

350F Contemporary French Theater. Major French dramatists of the twentieth century. Lectures, discussions, outside reading, and written reports. Authors studied include Romains, Claudel, Giraudoux, Anouilh, Sartre, Montherlant, Beckett, Ionesco. Taught in French. Prerequisite, any 200-level course or consent of the Department. Mr. Hamlin.

[360S] Renaissance Study of the major prose and verse of the sixteenth century. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered 1979-80.)

370S Special Topics in French Literature. Topic for 1978-79: Studies in the Modern Novel. An examination of non-conventional techniques in the works of twentieth century authors from Proust and Gide to the "new novelists": Butor, Robbe-Grillet, Sarraute, Simon, and Pinget. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, 210 or consent of the Department. Mr. Davis.

[380S] French Cinema. A course dealing with the history of French Cinema. Systematic study of scenarios, sound tracks, films. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered 1979-80.)

390S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Prerequisite, any 200-level course or consent of the Department. Ms. Davis.

550S Senior Tutorial. Topic to be determined through consultation with the Department, after careful examination of the student's background and future plans. Preparation and oral defense of a paper. The Department.

Spanish

Jeremy T. Medina and José B. Tato

A concentration in Spanish consists of eight courses numbered 130 or higher, one of which must be 550. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year. Candidates for honors will be required to earn a B+ or better on an honors examination taken at the end of their senior year. Preparation for the honors examination will normally include, as a minimum, one course in civilization (either Spanish or Latin American) and an advanced course in each of the following: the Spanish Golden Age, twentieth century Spanish literature, and Latin American literature.

110F First Term Spanish. Thorough grounding in oral comprehension, speaking, reading, and writing. This course, linguistically oriented, is conducted according to the intensive oral method. Four hours of class, with additional laboratory work. Mr. Medina.

120S Second Term Spanish. Further work in oral comprehension, speaking, reading, and writing. Four hours of class, with additional laboratory work. Prerequisite, 220. Mr. Tato.

130F Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Three hours of class, with additional laboratory work. Prerequisite, 120. Mr. Tato.

140F,S Fourth Term Spanish. Reading of selected texts. Practice in oral and written expression. Three hours of class, with additional laboratory work. Prerequisite, 130. Mr. Medina.

160W Madrid: Winter Term Small language classes daily for pronunciation and conversation. Civilization courses for more advanced students. Scheduled visits to monuments and museums in and around Madrid. Attendance at plans and concerts. Oral and written reports, examination. Housing with Spanish families. Extra cost. Prerequisite, 130 or consent of the Department. The Department.

190W Cervantes' Don Quijote. Careful analysis of style, characterization, theme, and structure of Spain's greatest literary masterpiece, to be read either in Spanish or in English. Study of the *Quijote* as a reflection of Golden Age Spain. Reference to other writings of Cervantes. Discussion sessions in both languages, with joint meetings in English. Prerequisite for the Spanish section, any 200-level course or consent of the instructor. Mr. Medina.

210S Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 140 or consent of the Department. Mr. Medina.

230F,S Advanced Spanish. A course designed for students who wish to acquire a better command of the language. Emphasis on conversation based on selected readings. Written compositions and exercises. Taught in Spanish. Prerequisite, 140 or consent of the Department. Mr. Tato.

[240] Spanish-American Civilization. The history and culture of Spanish-America. A study of the origins and evolution of the Spanish-American character, tradition, and thought. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Next offered 1979-80.)

250F Spanish Civilization. A study of the culture of Spain, including history, painting, music, and the development of the modern Spanish character, with emphasis on contemporary social, political, and religious problems. Taught in Spanish. Prerequisite, 140 or consent of the Department. Mr. Medina.

[260] Introduction to Spanish-American Literature. A panoramic view of the development of Spanish-American literature, emphasizing representational works of each period or literary school. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Next offered 1979-80.)

300S Spanish Theater of the Golden Age. Study of leading dramatists of the sixteenth and seventeenth centuries. The authors studied will be: Miguel

de Cervantes, Lope de Vega, Tirso de Molina, Juan Ruiz de Alarcón, Pedro Calderón de la Barca, and Francisco de Rojas Zorrilla. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. Mr. Medina.

[310] Golden Age Prose. Study of major works of the sixteenth and seventeenth centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered at least every third year; next offered 1980-81.)

320F Contemporary Spanish-American Literature. Study of Spanish-American literature from the end of the nineteenth century to the present. Special emphasis on the new narrative forms of contemporary Spanish-American writings. Lectures, discussions, outside reading, and written assignments. Authors studied will be: Ruben Darío, José Enrique Rodó, Manuel González Prada, César Vallejo and Nicholás Guillén, Agustín Yáñez, Alejo Carpentier, Juan Carilos Onetti, Gabriel García Márquez, and Carlos Fuentes. Taught in Spanish, Prerequisite, any 200-level course or consent of the Department. Mr. Tato.

[330] Romanticism. Study of Romantic drama, poetry and prose, including Larra, the Duque de Rivas, Zorrilla, Bécquer, Espronceda, and others. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered at least every third year; next offered 1979-80.)

[350] The Realistic Novel. Analysis of the works of leading writers of the Realistic Movement in Spain. Special attention to Galdós, but including novels by Alarcón, Pardo Bazán, Clarín, and Blasco Ibáñez. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered at least every third year.)

[360] The Generations of 1898 and 1927. Study of the Generation of 1898 and the poets of the Generation of 1927. Ideas, trends, and new concepts of Spanish literature in the twentieth century. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Offered at least every third year; next offered 1979-80.)

370S Special Topics in Spanish Literature. Topic for 1978-79: García Márquez and Julio Cortazar. Study of major works of Márquez (including *Cien años de soledad)* and a selection of the short stories of Cortazar. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. Mr. Tato.

550S Senior Tutorial. Topic to be determined through consultation with the Department, after careful consideration of the student's background and future plans. Preparation and oral defense of a paper. The Department.

Italian

John J.N. Cardarelli

Instruction in beginning and intermediate Italian is available through the Critical Languages Program.

150S Advanced Italian. Designed for students who wish to acquire a better command of oral and written Italian and to improve their reading skills. Written as well as oral exercises. Laboratory work. Prerequisite, Critical Languages 201 or consent of the Department. Mr. Cardarelli.

210F Introduction to Italian Literature. Analysis of selected works by major authors. Written reports. Taught in Italian. Prerequisite, Italian 150 or consent of the Department. Mr. Cardarelli.

Critical Languages

Ginger Miller (Director of the Critical Languages Program)

101F-102S, 201-202S Critical Languages. Each language offered in the Critical Languages program is taught as a group independent study in which students work mainly with recorded material and meet twice a week in small groups with a native speaker of the language. At the end of each term the student's progress and achievement are evaluated by an external examiner, usually a professor of that language. With a few exceptions, the languages are offered for a two-year sequence, and the emphasis is on oral proficiency. Languages offered for each year are determined by student interest and by the availability of native speakers, examiners, and suitable material. For the academic year 1978-79 the following are planned: Chinese (Mandarin), Dutch, Modern Greek, Modern Hebrew, Italian (three terms only), Japanese, Portuguese. Since students are expected to do a great deal of independent work, they must be highly motivated. Permission of the director is required. Ms. Miller.

Russian

See Germanic and Slavic Languages.

Sociology

Dennis Gilbert, David J. Gray (*Chairman*), Janet H. Lowry, Alphonse J. Sallett, and Victoria E. Sturtevant.

A concentration in sociology consists of 101, 301, 302, 500, and four additional courses. Statistics is recommended for students considering graduate study. An oral examination based on a distinguished senior project is required of candidates for honors.

101F,S Introductory Sociology. Sociological perspectives on human behavior. Classic and contemporary sociological concepts which further an

understanding of the structure, process, stability, and change of social life. The Department.

204S Social Stratification. Origins and consequences of inequalities in the distribution of wealth, income, power, and prestige. Power structures, class conflict, social mobility, and class differences in social values and life-style. Theories of stratification, including those of Marx, Weber, and the functionalist school. Enrollment limited to 20. Mr. Gilbert.

208S Utopia and the Individual. Examination of Utopian literature. Readings include Plato's *The Republic,* More's *Utopia,* Bellamy's *Looking Backward,* Skinner's *Walden II,* Orwell's *1984,* Huxley's *Brave New World,* and contemporary comments on the nature of the good society. Enrollment limited to 20. Mr. Gray.

[210F] Occupations and Professions. Training and experience of individuals in occupational roles; functions and conflicts of occupational groups in historical perspectives; current social issues such as professionalization and discrimination by race, sex, and age. Two class hours and weekly observation visits with local businesses and organizations. Enrollment limited to 20. (Next offered 1979-80.)

216W Individualism. Consideration of individualism in modern America. Readings include the analytical writings of Freud, Cooley, Fromm, and Bettelheim; and novels such as *What Makes Sammy Run?* and *Lord of the Flies.* Mr. Gray.

222S World Population Crisis. Investigation of family planning, hunger, environmental issues, and present and proposed population policies. Basic demographic information; world models of growth; recent interdisciplinary emphasis. Prerequisite, one course in a social science. Enrollment limited to 20. Ms. Lowry.

225F Latin American Society. Three national revolutions (Mexican, Peruvian, and Cuban) examined in the context of long-term processes of social and economic change. Topics include competing ideologies of development, social impact of economic growth, class conflict in urban and rural settings, urbanization, and population growth. Enrollment limited to 20. Mr. Gilbert.

272F Sociology of Poverty in America. Extent of poverty in the United States. Ethnographic descriptions of impoverished populations including urban ghetto dwellers, migrant farm workers, and the aging. Welfare, unemployment, nutrition, and other special problems of the poor. Competing explanations of persistent poverty in an affluent society. Enrollment limited to 20. Mr. Gilbert.

280W Sociology of Woman. Examination of theory and recent empirical evidence concerning the position of women in society. History of the

feminist movement in America and contemporary international perspectives Ms. Lowry.

291F Deviance. A comprehensive examination of the social processes associated with the transformation of conforming persons and groups into deviants. Structural, behavioristic, interactionist, and existential phenomenological formulations of deviance emphasized. Prerequisite, 101. Enrollment limited to 20. Ms. Sturtevant.

292S Mental Illness and Society. Theoretical argument and empirical evidence concerning the contention that mental illness is a violation of the taken-for-granted, socially sanctioned rules of everyday life. Exploration of the implications of this line of argument for positivistic explanations of mental illness and for social policy toward the mentally ill. Prerequisite, 101. Enrollment limited to 20. Mr. Sallett.

301F Sociological Theory. Examination of classic and contemporary sociological concepts and perspectives. Historical origins and development of the sociological discipline emphasized. Prerequisite, 101 or consent of instructor. Mr. Gray.

302S Research Methods. Examination of social scientific inquiry from theory and problem formulation to data evaluation and presentation. Ethical issues in research; computer work with SPSS. Prerequisite, concentration in a social science discipline. Ms. Lowry.

304S Sociology of Elites. A critical examination of C.W. Mills's *Power Elite* thesis. Review of classical theories of political structure of Marx, Pareto, and Mosca. Recent work on the military-industrial complex and the roles of corporate and social elites. Alternative formulations of the problem of national power including pluralist and Marxist approaches. Prerequisite, an introductory course in sociology or government or consent of instructor. Enrollment limited to 20. Mr. Gilbert.

316F American Social Thought. Examination of American thought from colonial to modern times. The relationship of individual freedom and social order particularly examined. Prerequisite, 101 or consent of instructor. Enrollment limited to 20. Mr. Gray.

320F Aging and Sex Roles. Impact of age and sex on adult family roles and life-stage transitions. Social problems of the elderly; life-history interviewing. Prerequsite, 101 or consent of instructor. Enrollment limited to 20. Ms. Lowry.

[337F] Experience, Consciousness, and Society. A phenomenological formulation of the presence of society in the subjective and intersubjective experiences of persons. Emphasis on Alfred Schutz's synthesis of Max Weber's sociology and Edmund Husserl's transcendental phenomenology. Students required to keep a journal. Prerequisite, 101. Enrollment limited to 20. (Next offered 1979-80.)

340S Politics of the Division of Labor. An examination of domination and subordination in society which arises out of the activities performed by persons, groups, and organizations in the struggle for food, fiber, shelter, and amenities. Emphasis on the strengths and weaknesses of structural behaviorism, economic determinism, and technological determinism. Prerequisite, 101. Enrollment limited to 20. Ms. Sallett.

[396S] Marx and Weber. Karl Marx and Max Weber examined, with particular attention to their explanations of the causes and consequences of the emergence of modern capitalism. Among topics considered are class, ideology, revolution, alienation, the Protestant ethic, bureaucracy, and charisma. Prerequisite, 101 or consent of instructor. Enrollment limited to 20. (Next offered 1979-80.)

[402S] Sociology Seminar. Advanced study of selected sociological topics. Prerequisite, concentration in a social science discipline. (Next offered 1979-80.)

500 Senior Project. The Department.

Speech

Richard F. Somer and Warren E. Wright (*Chairman*).

No concentration is available in Speech. The program is designed to emphasize and to insist on oral literacy. To that end, all courses, whether in history, theory, or performance, will use every opportunity to develop the student as a speaker. Thus, each course requires that the student present the products of study and research not only in written form, but in formal oral presentation before the class. Course descriptions including the qualification "or consent of the Department" indicate that students having departmental consent for advanced work in Speech without a 100-level course are also eligible. Descriptions including the qualification "consent of the instructor" indicate that consent of the instructor in the course is necessary in addition to having met the prerequisite in one of the above ways.

110F,S Public Speaking. Study of the nature, purposes, and means of public speaking. Practice in formal spoken communication. Training in research, organization, and delivery. Oral and written criticism, private conferences, videotaping and laboratory work with videotape. The Department.

120F,S Public Reading. Systematic study of theory and practice in the management of the elements of speech for effective communication of meaning of a wide range of written materials. Readings, critical analysis, criticism of performance, private conferences, recordings, videotaping and laboratory work with videotape. The Department.

130F,S Argumentation Study of the principles of effective oral participation in controversy. Reasoning, evidence, lines of argument. Oral

and written criticism, private conferences, videotaping, laboratory work with videotape. The Department.

[230W] Parliamentary Law and Procedure. Study of the principles, rules, and customs that govern meetings and assemblies, with emphasis on delineation and proper exercise of individual, minority, and majority rights. Experience in the conduct of meetings and in group deliberation; oral and written criticism. Prerequisite, 100-level course or consent of the Department. (Next offered 1979-80.)

250S Speech Composition. Advanced study in the preparation and presentation of manuscript speeches. Particular attention to the design and delivery of spoken language. Oral and written criticism, private conferences, videotaping, laboratory work with videotapes. Prerequisite, 100-level course or consent of the Department. The Department.

[290S] Advocacy. Readings in forensic rhetorical theory and selected examples of forensic pleading. Performance resulting from hypothetical cases and actual preparation of briefs and arguments. Presentation of cases in "court." Prerequisite, 100-level course or consent of the Department. Open to sophomores. (Next offered 1979-80.)

[310F] Readings in Public Address. Readings in outstanding speeches selected from Western history. Study of argument, language, and delivery. Written and oral criticisms. Students will finally specialize in the study of one speaker, each student not only presenting a complete rhetorical analysis of one speech, but based on that analysis, presenting an oral reading of the speech. Open to sophomores. (Next offered 1979-80.)

[330W] Speech and Language. Readings in the physiology and psychology of speech, phonology, language acquisition. Study of American dialects, neologisms, and standards. Open to sophomores. (Next offered 1980-81.)

[360F] Theory and Practice of Rhetoric. Readings in selected rhetorical theories from classical times to the present. Analysis of various applications of rhetoric to politics, law, religion, and other subjects of public deliberation. Open to sophomores. (Next offered 1979-80.)

450F Seminar: Special Topics in Rhetoric. Study of selected subjects of special or timely interest: Rhetoric in current political campaigning, the intensive examination of the uses of rhetoric in specific periods in Western history, systematic inquiry into applications of rhetoric to electronic media, and persuasion in small groups. Prerequisite, consent of the instructor. Open to juniors. (Offered in alternate years. Mr. Wright.)

460S Criticism of Rhetoric. Advanced study of values in rhetorical practice. Readings in the history and theory of rhetoric, analysis of early rhetorical criticism. Development of a system of individual rhetorical values and criticism for use in the analysis of contemporary rhetorical practice.

Prerequisite, 100-level course or consent of the Department. Open to juniors. Mr. Wright.

Theatre and Dance

The Department of Theatre and Dance offers programs of instruction and concentration in Theatre and in Dance. The faculty, concentrations, and courses are listed in two separate sections below.

Theatre

Edwin Barrett *(Chairman),* Carol Bellini-Sharp, and Rod Umlas.

A concentration in Theatre consists of 101-102, 207-208, two courses in dramatic literature and four other courses approved by the Department: for actors and directors, 201-202, 209, and 210; for students of theatrical design, Art 100, 102, 104, and 210; and for students in dramatic history and criticism, courses chosen according to special need and interest. Departmental honors may be earned through distinguished performance in a Department-approved independent project in the senior year. Students may earn the equivalent of one course credit by participating, through independent study, as apprentices in the training programs of approved theatres. Each year the Department presents two major productions directed by faculty and numerous studio productions. Auditions for all productions are open to the student body at large.

101F-102S Introductory Acting. Basic elements of the actor's craft: movement, voice, senses, imagination, improvisation, and characterization. First semester: focus on sensitivity and improvisation. Second semester: scenes, situations, circumstances, and stage actions. Three hours of class and three hours studio. Enrollment limited to 20. Mr. Umlas.

103F,S The Theatre Event. Theatre as a public, spatial, and temporal art. Emphasis on performance and production elements (scene, lighting and costume design, and construction). Examination of dramatic genres. Scripts studied from the perspective of their realization in performance and production. Selected readings, projects, option of intensive staff or crew work. Ms. Bellini-Sharp, Mr. Umlas.

110W The London Theatre. Study of the current theatrical scene in London through attendance at a broad selection of performances and through discussion, lectures, and critical writing which is periodically evaluated. Prerequisite, consent of instructor by October 1. Enrollment limited to 20. Extra cost. Ms. Bellini-Sharp.

111W The Winter Production. A production to be created entirely during the Winter Term. Open registration; auditions and casting solely from within the class. Mr. Barrett.

201F-202S Intermediate Acting. Developing an individual working method. First semester: exploration of physical, vocal, emotional, intellectual, and creative resources. Second semester: scene work, textual analysis, and character development. Three hours of class and three hours studio. Prerequisite, 102 or consent of instructor. Enrollment limited to 20. Ms. Bellini-Sharp.

205S The Book and the Stage. Close study of selected texts in dramatic literature in order to understand them as a scripts for performance. A course primarily for students of literature rather than theatre, eventuating in a series of staged readings. Two hours of lecture and four hours studio. Prerequisite, two courses in literature. Mr. Barrett.

207F, 208S History of Theatre. Examination of major periods in the history of the theatre. First semester: beginnings through the Restoration and the eighteenth century. Second semester: nineteenth and twentieth centuries. (Offered in alternate years.) Ms. Bellini-Sharp, Mr. Umlas.

[209F] Script Analysis. Application of analytical techniques to theatrical interpretation of script. Practical approach to script analysis applicable to any play-script from any period. Scripts to be analyzed include plays by Aeschylus, Jonson, Chekhov, Albee, and Pinter. (Next offered 1979-80.)

[210S] The Expressive Voice. Techniques for increased awareness of and skill with voice and speech production. Application for conversation, public speaking, singing, and acting. Course objectives: realization of natural vocal potential and communication. Enrollment limited to 16. (Next offered 1979-80.)

300 The Study of the Theatre Through Performance. A major role in a faculty-directed production. Prerequisite, successful audition and consent of instructor. Ms. Bellini-Sharp, Mr. Umlas.

301F-302S Advanced Acting. Problems in scene study, characterization, and styles. Emphasis on individual acting problems. Three hours of class and three hours studio. Prerequisite, 202, or by audition. 302 may be taken as a separate course only by consent of instructor. Enrollment limited to 25. (Offered in alternate years.) Ms. Bellini-Sharp, Mr. Umlas.

[303F-304S] Directing. First semester: fundamentals of play direction, readings in directorial practice, and scene direction. Second semester: study of selected directors and directorial problems; the direction of a one-act play. Three hours of class and three hours studio. Prerequisite, 101, 102, two other courses in theatre, and consent of instructor. Theatre 304 may not be taken as a separate course. Enrollment limited to 12. (Next offered 1979-80.)

[310] Junior-Senior Seminar. Selected problems in theatre art. Prerequisite, four courses in theatre and consent of instructor. (Next offered 1979-80.)

Dance

Frederic W. Locke, Jr., Jane Tavalin Schwartz, and Mary Jane Warner

A concentration in Dance consists of 311-312, and six courses chosen from: 101, 205, 206, 302, 304, 305, and 307. Departmental honors may be earned through distinguished performance in a Department-approved independent project in the senior year. Qualified students may obtain certification in Labananalysis through the Department's affiliation with the Dance Notation Bureau and in ballet through its affiliation with the Royal Academy of Dancing.

101F Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. Classes in technique, lectures and discussions on dance, field trips, and special events. Ms. Warner.

112S Beginning Dance. Fundamentals of ballet and modern dance. Prerequisite, 101 and consent of instructor. Enrollment limited to 20. Ms. Schwartz, Ms. Warner.

205F Elementary Labananalysis. Analyzing, reading, and notating movement used in ballet and in folk and modern dance. Enrollment limited to 20. (Offered in alternate years.) Ms. Warner.

206S Intermediate Labananalysis. A continuation of 205, using more complex material. Emphasis on practical application, notation of technique classes and reconstruction of dance scores. Prerequisite, 205. Enrollment limited to 20. (Offered in alternate years.) Ms. Warner.

211F-212S Intermediate Dance. Continuation of study of ballet and modern dance. Prerequisite, 112 and consent of instructors. Enrollment limited to 20. Ms. Schwartz, Ms. Warner.

[302S] History of Dance. The development of dance as an art form from Greek times to the nineteenth century. Lectures, discussions, and practical sessions in period dance. Enrollment limited to 20. (Next offered 1979-80.)

[304S] Twentieth Century Dance and Criticism. Current trends in ballet and modern dance; study of major dance critics; and practical experience in writing dance criticism. Lectures and discussions. Enrollment limited to 20. (Next offered 1980-81.)

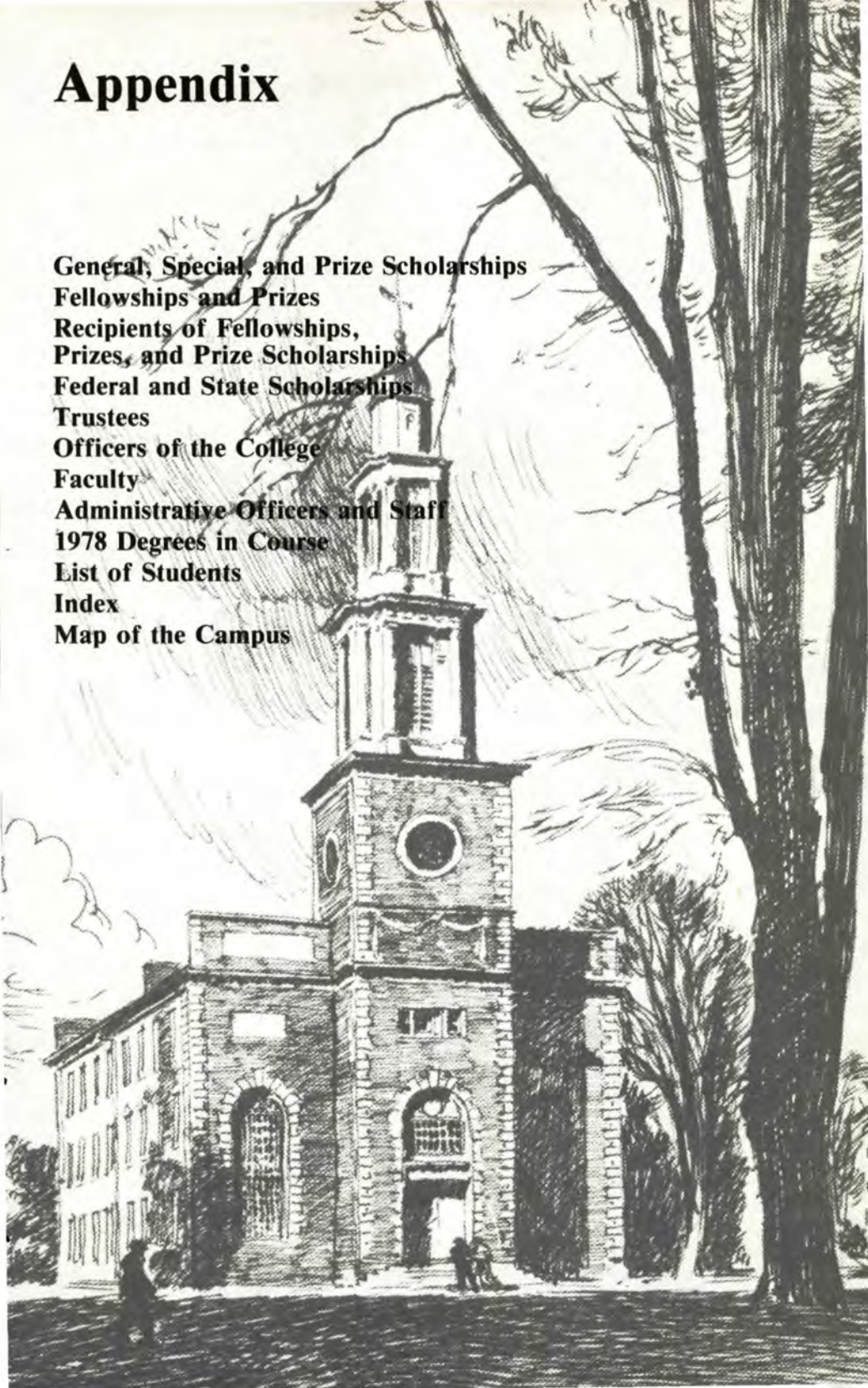
[305F] Composition I. A study of the elements of choreography, emphasizing rhythmic structure, dynamics, and design. Prerequisite, intermediate level in technique and consent of instructor. (Next offered 1979-80.)

[307F] Composition II. The application of fundamentals from 305 to more complex choreographic work. Prerequisite, 305 or consent of instructor. (Next offered 1980-81.)

311F-312S Advanced Dance. The study of ballet and modern dance, emphasizing style and performance techniques. Participation in workshops and concerts required. Prerequisite, consent of instructors. Enrollment limited to 20. Ms. Schwartz, Ms. Warner.

Appendix

General, Special, and Prize Scholarships
Fellowships and Prizes
Recipients of Fellowships, Prizes, and Prize Scholarships
Federal and State Scholarships
Trustees
Officers of the College
Faculty
Administrative Officers and Staff
1978 Degrees in Course
List of Students
Index
Map of the Campus



General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Frank M. Baldwin '16.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin '56 in memory of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett '20.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr. and Geoffrey C. Bennett '53, in memory of their father, Clinton C. Bennett '22.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin '38.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton '44, a former Trustee of the College.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway '10.

The Robert G. Howard Scholarship was established by Robert G. Howard '46, a Trustee of the College.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner '34 in memory of his son.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation.

The James O'Neill Scholarship was established by James O'Neill, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame, and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The James P. Soper Scholarship was established by James P. Soper.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend '13.

The Merritt N. Willson Memorial Scholarship was established in his memory by his two daughters, Mrs. S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small '43.

Special Scholarships

Special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular georgraphical area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise '17, is awarded to graduates of Little Falls Central High School (New York) and Prescott High School (Arizona).

California

The Stephen W. Royce Scholarship was established by the late Mr. Royce '14, a former trustee. Preference is given to students from Liberty, New York, and Pasadena, California.

New York

The Adirondack Area Scholarship, with a value of up to $6,000 over a four-year period, is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren, and Washington Counties. Income from an endowment grant made to the College by Milton G. Tibbitts '04 provides the funds for this scholarship.

The Alumni Association of Metropolitan New York Scholarship is offered to students who attend schools in the New York area. This scholarship will pay up to $8,000 over a four-year period; the exact amount will depend on the financial need of the recipient.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield (N.Y.); and finally, to members of the Emerson Literary Society who have financial need.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, New York, second, to a resident of Chenango County, and third, to a resident of New York State.

The Earl M. Clark Scholarship, established in memory of a member of the class of 1907 and former Binghamton resident, is awarded to an outstanding student from New York State, with preference to a graduate of a public high school and to a resident of Broome County. It is renewable each year provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Some of these grants, which cover a two-year period, may total as much as $8,000. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise '17, is awarded to graduates of Little Falls Central High School (New York) and Prescott High School (Arizona).

The George E. Dunham Scholarship, established by George E. Dunham, is awarded to graduates of the Thomas R. Proctor High School, the John F. Kennedy High School, and Utica Free Academy (of Utica, New York).

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship. In certain years, candidates for admission who attend schools in Livington, Monroe, Ontario, Orleans, Wayne, and Yates Counties are eligible to compete for this scholarship, established by Mr. and Mrs. Willard B. Eddy of Rochester, New York, in memory of their son. This scholarship carries a value of up to $8,000 over a four-year period and is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood, in memory of his wife's father, class of 1862, is awarded with preference to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland High School, Westmoreland, New York.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by Geneva (New York) Presbytery.

The David Shove Hastings Scholarship. In certain years, secondary school students from Cayuga, Cortland, Onondaga, Oswego, and Seneca Counties are eligible for this scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, class of 1944. This scholarship will pay up to $8,000 over a four-year period.

The Charles Anthony Hawley Scholarship was received under the will of Anna H. Story in memory of Mr. Hawley, class of 1859 and a former

trustee of the College. It gives preference to graduates of schools of Seneca Falls, New York.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives '20. The scholarship is awarded in certain years with preference given first, to the son of an employee of the company and, second, to a resident of Chenango County.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, New York.

The Augusta M. Lovenguth Memorial Scholarship is awarded with preference first, to a relative of the family and, second, to a student from Camden in Oneida County (N.Y.).

The Stephen W. Royce Scholarship was established by the late Mr. Royce '14, a former Trustee. Preference is given to students from Liberty, New York and Pasadena, California.

The Arthur W. Soper Scholarship, was established originally by A.C. Soper, class of 1894, is awarded with preference given first, to graduates of Rome Free Academy (Rome, N.Y.); second, to students from the City of Rome or Oneida County; and finally, to students from central New York.

The Grace Ione Spencer Memorial Scholarship, established by friends of this long-time teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area. Preference is given to a student who is concentrating in a discipline within the Humanities.

The Utica Foundation Scholarship, funded by an annual grant from the Utica Foundation, is awarded to students from the Utica area.

The Lee N. and Grace Q. Vedder Foundation Scholarship is awarded with preference to applicants from Montgomery and Fulton Counties.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, New York.

The Women's Christian Association of Utica Scholarship, funded by an annual grant from the Association, provides awards of $800 to each of three women students. Preference is given to residents of Oneida County.

Ohio

The Tunnicliffe Scholarships are available, first, to students from northwestern Ohio; and second to any student who qualifies for financial aid.

Foreign

Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Bernard Combemale Scholarship, established by Bernard F. Combemale '51, is awarded to foreign students enrolled at the College.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr. '72 by his family and friends. The scholarship is for students from countries other than the United States or Canada, but when there are no such eligible students, it may be used for students without reference to the country of their origin.

Other Special Scholarships

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Byne Scholarship (George A. Clark) is reserved for a candidate for the Presbyterian Ministry, to be designated by the pastor and session of the First Presbyterian Church of Utica, New York, or by the College.

The Harlan F. Calkins Scholarship, established by the family and friends of the late Harlan F. Calkins of the class of 1929, is awarded, at the discretion of the Scholarship Committee, to a student of outstanding character and leadership.

The Elyn Cheney Bagpipe Scholarship, funded by an anonymous donor, is awarded annually to an entering student who demonstrates exceptional ability as a piper. The award may be renewed if need continues to be demonstrated.

The Ned Doyle Scholarship was established by Ned Doyle '24, an Emeritus Trustee of the College. This scholarship is awarded annually to an entering student who has demonstrated outstanding academic achievement and athletic ability. The award may be renewed if need continues to be demonstrated.

The Charles H. Duell Scholarship is awarded with preference given to a member of the freshman class.

The Peter Dykema Music Scholarship, established by Jack Dengler '34 in memory of his wife's father, is awarded to students who participate in the College's performing musical groups.

E. Root Fitch Scholarships, established by E. Root Fitch, class of 1886, are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The Huguenot Society Scholarship, with an annual value of $1,000, is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The Leavenworth Scholarship, established by Elias W. Leavenworth, class of 1872, may be awarded only to young men with the surname of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to deserving undergraduates with talent who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William DeLoss Love '09, provides a scholarship for relatives of Henry M. Love of the class of 1883, or, when no such relative is in College, may be awarded to a senior in Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The William DeLoss Love Scholarship was established by William DeLoss Love of the class of 1909, Mrs. William D. Scranton, and others. In accordance with the wishes of the scholarship donors, preference is given to descendants of William DeLoss Love of the class of 1843.

The terms of the *Annie L. MacKinnon Scholarship* stipulate that preference be given to a student whose record shows ability and interest in mathematics.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, class of 1827, is reserved for students registered in the "3-2" engineering program.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, class of 1871, is awarded to a member of the sophomore class.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love '09, whose father was a member of the class of 1876, is awarded, first, with preference to any descendant of a member of the Hamilton

classes of 1874, '75, or '76; if to none of those, to a student from the West Coast; and if not awarded to a student meeting either of those restrictions, then at the discretion of the College.

The Schuyler B. Steere Scholarship was established for blood relations of the donor (S.B. Steere, class of 1851). If none appears, preference is given to candidates for the ministry.

The Watkins Scholarship was established by the Watkins family, which includes Robert R. Watkins of the class of 1879, Henry B. Watkins '12, and Henry B. Watkins III '73. This scholarship is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

The Leroy Williams Scholarship, established by Leroy Williams, class of 1889, is awarded with preference to students intending to enter the Presbyterian Ministry.

The Kirkland Endowment

The Edward Johnson Dietz Memorial Scholarship Fund provides scholarships with preference given to students from the Syracuse area.

The Lillia Babbitt Hyde Scholarship Fund provides scholarships with preference given to students from the New York City area.

The Dorothy Scott Evans Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William Herbster Scholarship Fund provides money for women attending Hamilton.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Those prize scholarships which do not require need will vary in the amount of their awards, depending upon whether or not the receipient is eligible for financial aid.

The recipients of prize scholarships are recognized either at the Fall Convocation or at the Class and Charter Day Convocation.

Benjamin Walworth Arnold Prize Scholarship. A fund, given by Mrs. Benjamin Walworth Arnold in memory of her husband, provides four prize scholarships. One is awarded annually to the holder of a regular scholarship in each college class who in the preceding year (or in the first semester of the freshman year) shall have made the best record in college course work.

Robert A. Bankert, Jr. Prize Scholarship. Preference is given to a student who has participated in athletics and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

Curran Prize Scholarship. A fund established by relatives of Colonel Henry H. Curran of the class of 1862 provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Department of Classical Languages, and who has achieved a distinguished record in those courses.

Captain Gerald Fitzgerald Dale Senior Scholarship. This scholarship is awarded to a senior who has completed his junior year with distinction in literature, language, music, science, or social science and ranks in the top tenth of a class over one hundred in number or in the top quarter of a class of fewer than one hundred and who needs financial aid. In addition, he must have demonstrated his promise for useful citizenship by his character, his standing among his fellows, and his contribution to the extracurricular life of the College.

Charles A. Dana Prize Scholarships. The Dana prize scholarships are awarded to between fifteen and twenty students at the end of their freshman year in recognition of academic achievement, character, and

leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements. Depending upon need, each Dana Scholar will receive a grant ranging from $100 to full tuition.

Duell German Prize Scholarship. A fund established by the Honorable Charles Holland Duell, LL.D., of the class of 1871, provides a prize scholarship for a senior who shall have excelled in the study of German and who shall elect an advanced course in that subject during the senior year.

Fayerweather Prize Scholarships. Five scholarships are awarded to the five sophomores who, at the end of the freshman year, have made the highest average in their class.

Dr. Edward R. Fitch Prize Scholarships in Classical Languages. Founded by E. Root Fitch of the class of 1886, two prize scholarships are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character, and salutary influence on the life of the College.

Randall J. Harris Prize Scholarship. Created in memory of Randall J. Harris, class of 1974, by his family and friends, the prize scholarship is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference shall be given to a student expressing a desire to undertake graduate study in philosophy.

Edward Huntington Memorial Mathematical Prize Scholarship. A fund established by Alexander C. Soper, LL.D., of the class of 1867, provides a prize scholarship for a senior who has excelled in mathematics and who elects a course in the discipline during the senior year.

Willard Bostwick Marsh Prize Scholarships. Willard Bostwick Marsh of the class of 1912 established these prize scholarships in the memory of former president Melancthon Woolsey Stryker of the class of 1872. They are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

Robert Leet Patterson Prize Scholarships in Philosophy. An endowment, given by Robert Leet Patterson, class of 1917, provides prize scholarships to two sophomores and two juniors who have excelled in the study of philosophy.

Frank Humphrey Ristine Prize Scholarship. Established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, the prize scholarship is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

Oren Root Prize Scholarships. Two prize scholarships are awarded to the two juniors who have the best records in mathematics during the freshman

and sophomore years and who continue that subject through the junior year.

Arthur W. Soper Prize Scholarship in Latin. A fund established by Arthur W. Soper, M.A. (Hon.), 1893, provides a prize scholarship for a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

Chauncey S. Truax Prize Scholarship in Greek. The Truax Scholarship is awarded to that senior who shall have stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference will be shown to candidates who entered Hamilton as freshmen with credit in Greek.

Vrooman Prize Scholarship. Through the generosity of John W. Vrooman, a fund provides a prize scholarship to be awarded to a freshman who shall have achieved academic excellence, shall have need for scholarship aid, and who shall have enrolled for at least one course in the Department of Classical Languages.

Sidney Wertimer, Jr. Prize Scholarships in Economics. An endowment established by John Phillips, Jr., class of 1969, and John Phillips, Sr., in honor of Sidney Wertimer, Jr., provides prize scholarships for two juniors who have excelled in the study of economics.

Fellowships And Prizes

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education. Fellowships are normally awarded at Commencement.

Anonymous Donor Summer Travel Fellowship
A fund established by an anonymous donor provides a fellowship permitting a member of the graduating class to travel abroad.

The Samuel F. Babbitt Kirkland College Fellowship
This fellowship, which is named in honor of the first and only President of Kirkland College, is to be awarded to the woman graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College, to assist her in meeting the expenses of pursuing an advanced degree.

The Glass Fellowship in Biology
The Glass Fellowship in Biology, established under the will of Dr. James H. Glass, M.A. (Hon.) 1912, is granted for two years of graduate study in biology. It carries a stipend of $750 per year.

Any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology may be nominated to the faculty by the Biology Department. From those thus nominated the faculty will select one who shall be recommended to the trustees for appointment.

The Herbert H. Lehman Fellowship
The Herbert H. Lehman Fellowship provides funds for a student enrolled in a program leading to a graduate degree at an approved college in New York State in the fields of social sciences, public affairs, or international affairs.

This fellowship is awarded on the basis of the student's satisfactory progress toward the completion of the graduate program, as determined by an evaluation of his academic record and test scores.

The Franklin D. Locke Fellowship
This fellowship has been established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Root Fellowship
The Root Fellowship in Science, established in 1894 by the Honorable Elihu Root of the Class of 1864, is ordinarily granted for a single year of graduate study at some American or European university approved for that purpose in each individual instance by the faculty.

Any member of the senior class of high standing who has shown marked ability and special aptitude for research in one or more of the departments of science may be nominated for this award by those departments. From those thus nominated, the faculty will select one who shall be recommended to the trustees for appointment.

The Judge John Wells Fellowship
The Judge John Wells Fellowship in political science, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science.

Prizes

Most prizes are given for academic achievement, either in general course work, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the college community or personal character. Prizes are awarded in the spring at the Class and Charter Day Convocation and at Commencement.

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy. A fund established by Edward S. Babcock of the class of 1896 provides a prize for that senior who shall have excelled "in philosophy, and particularly in the science of pedagogy."

James L. Bennett Prize. A fund established by Emma M. Bennett Elsing in memory of James L. Bennett of the class of 1871 provides a prize to a senior who has completed the junior year with distinction.

Harold C. Bohn Prize in Anthropology. This prize was established by Harold C. Bohn '26 and provides a book award to a student who has excelled in the study of anthropology.

Brockway Prize. A fund established by A. Norton Brockway, M.D., of the class of 1857, provides a prize which is awarded to that member of the freshman class who has made the best academic record.

G. Harvey Cameron Memorial Prize. A fund established by family, friends, and former students to honor the memory of G. Harvey Cameron, who taught physics from 1932 to 1972, provides a prize for that freshman or sophomore who shows the most promise in experimental physics.

Clark Prize Oratorical Contest. A fund begun by Aaron Clark, A.M., and increased by Henry A. Clark, of the class of 1838, provides a prize for that

senior who is adjudged to be the best speaker in the annual oratorical contest.

Nelson Clark Dale, Jr., Prize in Music. A fund in memory of Captain Nelson Clark Dale, Jr., U.S.M.C.R., of the class of 1942, established by his parents, provides a prize for that student who has shown exceptional ability in music as a composer, interpreter, or leader, or who has contributed most to the musical life of the College. The committee of award shall consist of members of the Department of Music and a senior to be selected by the Department.

Darling Prize in American History. A fund established by Charles W. Darling and supplemented by a friend of the College provides a prize for the senior having the most distinguished record in at least four courses in American history.

Hadley S. DePuy Campus Service Awards. Several years ago the Student Senate decided to recognize students who had made significant contributions in the area of campus service. These Hadley S. DePuy Campus Service Awards consist of a plaque, to be awarded later, to those students named by the Student Assembly.

Dr. Edward Fitch Prize in Greek. Founded by E. Root Fitch of the class of 1886, a prize is awarded annually to that student who, on completion of one year of Greek, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

Dr. Edward Fitch Prize in Latin. Founded by E. Root Fitch of the class of 1886, a prize is awarded annually to that student who, on completion of one of two years of Latin, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

Gelas Memorial Prize. A fund established in 1955 by a group of alumni to honor the memory of Jean-Marius Gelas, fencing coach and Professor of Physical Education from 1921 to 1946, provides an award to the senior who has shown the greatest development in strength of character, leadership, and athletic ability while at Hamilton.

Francis W. Gilbert Prize. A gift presented by the class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953, provides a cash award to be presented at a College convocation to that sophomore who, in the opinion of the Dean of the College, has shown the greatest scholastic improvement in the spring term of the freshman year.

William Gillespie Prize in Art. A prize, established in memory of William J. Gillespie, class of 1962, is awarded to a concentrator in art who excels in that subject.

Edgar Baldwin Graves Prize in History. A fund established by his former student, David M. Ellis, provides a prize for the senior who excels in the study of history.

Mary McMaster Hallock Prize in Science. A fund established by Andrew C. Hallock of the class of 1938 in memory of his wife provides a prize for that senior who has been admitted to medical school and who, in the judgment of the Pre-Medical Advisory Committee, shall have demonstrated excellence in course work in science.

Hamilton College Book Award in Russian. A book award is given to a student who has excelled in the study of Russian.

Hawley Prizes in Greek and Latin. A fund established by Martin Hawley, of the class of 1851, provides two book prizes, equal in value, one for excellence in Greek and one for excellence in Latin.

Holbrook Prize in Biology. A fund established by David A. Holbrook, of the class of 1844, provides a prize for the senior having the best record in six courses in biology.

Wallace Bradley Johnson Prize. A fund established by Alumni of the College, in honor of Wallace B. Johnson, of the class of 1915, provides a prize for that student who writes the best one-act play produced at the College.

Thomas McNaughton Johnston Prize in English. A fund established by friends and former students in honor of Thomas McNaughton Johnston, who taught English from 1934 to 1972, provides a prize for the student writing the most elegant essay submitted to the Department of English during the year.

Kirkland Prize. A fund established by Mr. A.R. Kirkland provides a prize for a student who excels in mathematics.

Kneeland Prize. A fund established by the Rev. Martin Dwelle Kneeland, D.D., of the class of 1869, provides a prize for the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

Jonathan Marder Prize. A prize established by Mr. and Mrs. Marder in memory of their son is awarded to a senior who excels in psychology.

McKinney Prize Debate. A fund established by Charles McKinney provides two prizes for seniors excelling in extemporaneous debate.

McKinney Prize Speaking Contest. A fund established by Charles McKinney provides book prizes for the two students in each of the three lower classes who excel in speech.

James Soper Merrill Prize. A fund established in memory of James Soper Merrill by his cousin, James P. Soper, Jr., of the class of 1911, provides as

a prize a gold watch which is awarded at commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." The faculty shall select the recipient of this award.

George Lyman Nesbitt Prizes. A foundation established by friends of George Lyman Nesbitt, valedictorian of the class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 through 1973, provides prizes for the valedictorian and the salutatorian.

The Norton Prize. Thomas Herbert Norton, Ph.D., Sc.D., of the class of 1873, has provided a fund for the encouragement of research in chemistry. It is prescribed that the income in each year shall be given as a prize to the undergraduate in the College who shall have demonstrated the greatest capacity for research in chemistry.

Walter Pilkington Prize. A prize established by an anonymous donor is awarded to the student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

Putnam Prize in American History. The gift of Dr. Frederick W. Putnam of Binghamton, supplemented by a friend of the College, provides a prize of books for the senior having the second most distinguished record in at least four courses in American history.

Harold Harper Reed Prize. This prize is donated by Mrs. Reed in memory of her husband, a member of the class of 1919, and is awarded annually to the sophomore or junior "who best exemplifies those American ideals which made this nation strong."

Renwick Prize in Biology. This scholarship, founded by Edward A. Renwick, A.M., of Chicago, Illinois, is awarded to a member of the senior or junior class appointed by the faculty, for the study of biology during the summer vacation.

Rogers Prize in Geology. A fund established by E. Albert Rogers, of the class of 1898, provides a prize for that senior majoring in geology and excelling in the courses in that concentration.

H. Samuel Slater Prize in Romance Languages. A fund established by Milton P. Kayle, class of 1943, provides a prize for a student who, at the end of the sophomore year, has excelled in the study of a Romance Language.

Southworth Prize in Physics. A prize established by Tertius D. Southworth, of the class of 1827, provides a prize for the senior who excels in physics.

Squires Prize in Philosophy. A fund established by Byron B. Taggart, of the class of 1896, in honor of the late William Harder Squires, Ph.D., of the class of 1888, provides a prize to be awarded annually, with the approval of the faculty, to that senior who shall have the highest grade

when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

Tompkins Prize in Mathematics. A fund established by Hamilton B. Tompkins, A.M., of the class of 1865, provides two prizes for juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

Underwood Prize in Chemistry. A fund begun by George Underwood, of the class of 1838, and increased by J. Platt Underwood of the class of 1870, provides a prize for the senior who excels in chemistry.

Winchell Prize in Greek. A fund established by Walter B. Winchell, M.D., of the class of 1880, provides a prize to be awarded annually, with the approval of the faculty, to the student who, beginning Greek in college, shall have the best record in six courses in this language.

Winslow Prize in Greek. A fund established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded annually to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

Winslow Prize in Latin. A fund established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded to the member of the freshman class attaining the greatest proficiency in Latin for the year.

Winslow Prize in Romance Languages. A fund established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded annually to the member of the junior class attaining the greatest proficiency in Romance languages while in college.

Earl H. Wright Prize for Distinction in Advocacy. A prize established in the memory of Earl H. Wright by his son, Warren E. Wright, is given to that senior who shows the most promise in spoken forensic argument or who has shown the most improvement in public speaking during the four undergraduate years.

Wyld Prize in German. A fund by Lionel D. Wyld, of the class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., provides a prize to a junior or senior for excellence in German as evidenced by course work and an essay.

Writing Prizes

Academy of American Poets Prize. Each year the Academy of American Poets conducts a poetry contest in ten selected colleges. This year, Hamilton was among the group.

Dean Alfange Essay Prize. A fund established by Dean Alfange, of the class of 1922, provides a first and a second prize for the students writing

the best essays on a feature or an issue of American constitutional government.

Cobb Essay Prize. A fund established by Willard A. Cobb, of the class of 1864, provides a prize for the student submitting the best essay on journalism.

Cunningham Essay Prize. A fund established by John Howard Cunningham, of the class of 1866, provides a prize for the senior submitting the best essay on some phase of the life of Abraham Lincoln.

Adam Gordon Poetry Prize for Freshmen. A fund established in memory of Adam Gordon, class of 1980, provides a prize for the best poem submitted by a member of the freshman class.

Head Essay Prize. A fund established by Franklin H. Head, LL.D., of the class of 1856, provides a prize for the best senior essay upon a theme relating to Alexander Hamilton.

Hutton Essay Prize. A fund established by the Rev. William Hutton, D.D., of the class of 1864, provides a prize for the sophomore submitting the best essay on an assigned subject in history, translations, or literature of the Bible.

Kellogg Essay Prize. A fund established by Charles C. Kellogg, of the class of 1849, provides prizes for a junior, sophomore, and freshman who excel in English essays.

Pruyn Essay Prize. A fund established by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, given on August 5, 1863, has provided for the award annually of the so-called Pruyn Medal. Under a revision of his terms, as approved by his heirs on October 26, 1933, a money prize is offered for the senior or junior writing the best essay on "The Political Duties of Educated Young Men."

Soper Essay Prize. A fund established by Arthur W. Soper provides a prize for the best essay on a topic in economics assigned by the faculty. The competition is open to all seniors who are taking a second or third year course in economics.

George A. Watrous Literary Prizes. A fund established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, provides one prize each in poetry, fiction, and essay in criticism, with an additional prize for the winner whose work is considered to be most promising.

John V.A. Weaver Prize in Poetry. A fund established by Peggy Wood in memory of her husband and awarded for excellence in a poem or poems submitted for consideration.

Recipients of Fellowships Prizes, and Prize Scholarships

The following fellowships and prize scholarships were awarded to Hamilton students in 1977-78 as a result of national competition.

Fulbright Fellowship
Joseph Cooper Hutchison

NCAA Postgraduate Scholarship
John Gerard Klauberg

Rhodes Scholarship
William Preston Hutchings

Truman Scholarship
Frederick Dickson Nelson

Watson Fellowship
Robert Delano Dolan

The following prize scholarships, fellowships, and prizes were awarded by Hamilton in 1977-78.

Prize Scholarships
Benjamin Walworth Arnold Prize Scholarship
Senior, John Thomas Baecher; *Junior,* Ping Fai Yip; *Sophomore,* Lawrence Neil Milner

Robert A. Bankert, Jr. Prize Scholarship
Nicholas A. Grande, Jr.

Curran Prize Scholarship
Terrence John Farrell

Captain Gerald Fitzgerald Dale Prize Scholarship
Joseph Anthony Maimone

Charles A. Dana Prize Scholarships
Seniors, David C. Burgess, Merrill E. Fliederbaum, Brian R. Hogan, John G. Klauberg, Scott G. Klein, Robert J. McCormick, Edward P. Molloy, Kevin E. Osborne, Robert J. Rzasa, Robert L. Thomas, Mark E. Yingling, Brad J. Zoltick

Juniors, David A. Dunn, Philip P. Frederick, Michael J. Galvin, Sanford Gottlieb, Kevin M. Hanlon, John P. Hewko, Robert J. Johnson, Thomas J. King, Joseph A. Maimone, Brian D. Middleton, Imad I. Qasim, William M. Romaine, Roland R. Rothenbucher, Thomas L. Saeli, Michael J. Salmon

Sophomores, Will A. Beebe, Douglas C. Chandler, Charles B. Christopher, Claude C. Cicchetti, Jeremiah P. Cosgrove, Duncan S. Davie, Henry C. Hong, Philip A. Kesaris, Paul L. Kibler, Ivan O. Kline, Andrew R. Miller III, Lawrence N. Milner, Mark A. Pasch, David W. Pratt, Thomas S. Prout, Michael J. Quinn, Michael F. Trevisani, Scott A. Wood

Duell German Prize Scholarship
James Thomas McManus, Jr.

Fayerweather Prize Scholarships
First, Frederick Dickson Nelson; *Second,* Lawrence Neil Milner; *Third,* Scott Alan Wood; *Fourth,* Daniel Richard Schwartz; *Fifth, Tied,* Paul Vincent Aceto, Richard M. Rosenfeld

Dr. Edward Fitch Prize Scholarship in Latin
Terrence John Farrell

Randall J. Harris Prize Scholarship
Jonathan Louis Stern

Edward Huntington Memorial Mathematical Prize Scholarship
John Francis Lapenta

Robert Leet Patterson Prize Scholarships in Philosophy
Sophomores, Bronwen Helen Morris, Martin William O'Toole
Juniors, Valerie Lynn Hurley, Arlene R. Smoler

Frank Humphrey Ristine Prize Scholarship
Kevin Michael Hanlon

Oren Root Prize Scholarships
Ping Fai Yip, Bruce Joseph Baynes

Sidney Wertimer, Jr. Prize Scholarships in Economics
Richard Francis Kadlick, Donald John Schneider

Fellowships
Anonymous Donor Summer Travel Fellowship
George Alexander Benedict

The Root Fellowship
John Francis Lapenta

The Judge John Wells Fellowship
Richard Joseph Guertin

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy
Kenneth Scott Miller

James L. Bennett Prize
John Thomas Baecher

Brockway Prize
Frederick Dickson Nelson

G. Harvey Cameron Memorial Prize
Theodore Roderick Yoos III

Clark Prize Oratorical Contest
William Preston Hutchings

Nelson Clark Dale, Jr. Prize in Music
Stephen A. Scherbarth

Darling Prize in American History
Kevin Michael McDonough

Hadley S. Depuy Campus Service Awards
Guy Arcidiacono, Stephen William Brennen, Richard Joseph Guertin, Michael Louis Lengvarsky, Scott Glen Klein, Robert John McCormick, Kevin Michael McDonough, Henry Washington Morris, John Matthew Staugaitis, Victor Vincent Vetters

Dr. Edward Fitch Prize in Latin
Sheppard Clark Webb

Gelas Memorial Prize
John Gerard Klauberg

Francis W. Gilbert Prize
Edward Christian Kuhn

William Gillespie Prize in Art
George Alexander Benedict

Edgar Baldwin Graves Prize in History
Merrill Edwin Fliederbaum

Hamilton College Book Award in Anthropology
Nancy K. Bernstein

Hamilton College Book Award in Russian
Samuel Cochran Finnell III

Hawley Prize in Greek
Jennifer Ann Emes

Hawley Prize in Latin
Paul Joseph Stellato

Holbrook Prize in Biology
Richard Donald White

Wallace Bradley Johnson Prize
First, Tied, Robert Delano Dolan, John Jefferson Koshel; *Second,* John Malory McNeel

Thomas McNaughton Johnston Prize in English
Patrick Michael Cooperman

Kirkland Prize
Rene Caupolican Peralta

Kneeland Prize
Tied, Michael John Grygiel, Stephen Gerard Grygiel

Jonathan Marder Prize
Peter Howard Robbins

McKinney Prize Speaking Contest
Freshman, First, Ross Lowell Gnesin; *Second,* Jonathan Bruce Randle
Sophomore, First, Andrew Jack Tymocz; *Second,* Christopher Harold White
Junior, First, Daniel Walker Wallace; *Second,* William Martin Driscoll

James Soper Merrill Prize
John Gerard Klauberg

Walter Pilkington Prize
Robert John McCormick

Putnam Prize in American History
Jeffrey Niles Stoller

Harold Harper Reed Prize
Finley T.R. Harckham

Rogers Prize in Geology
Leslie Eugene Erwin

H. Samuel Slater Prize in Romance Languages
Susan Elizabeth Tewksbury

Squires Prize in Philosophy
Tied, Paul Joseph Kaleta, Ahmet Karamustafa

Tompkins Prize in Mathematics
First, Franky Fat-Kei So; *Second,* Richard Kadlick

Winslow Prize in Greek
David Speyser Beer

Winslow Prize in Latin
Amy Vail Marsters

Winslow Prize in Romance Languages
Rosemary Spano Schwab

Writing Prizes

Academy of American Poets Prize
First, Sanford Gottlieb; *Honorable Mention,* Thomas Anthony Evans, Jr., Benjamin Stewart Davis

Cobb Essay Prize
Stephen William Brennen

Adam Gordon Poetry Prize for Freshmen
First, Melissa Joy Cunningham; *Second,* Anne Elizabeth Hersh

Head Essay Prize
Schuyler Van R. Winter

Pruyn Essay Prize
Nam-Yeng Lam

John V. A. Weaver Prize in Poetry
First, Kevin Michael McDonough, *Second, Tied,* Benjamin Stewart Davis, Paul Joseph Stellato

Federal and State Scholarships

Federal Scholarships

Basic Educational Opportunity Grants (BEOG)
Basic Educational Opportunity Grants, ranging from $176 to $1,600, are available based on financial need and the costs of attendance. The amount of the award is determined by the Director of Financial Aid based on a Student Eligibility Report, which is calculated after a student has filed a BEOG application, a Financial Aid Form (FAF), or a Family Financial Statement (FFS). Need is determined by a formula developed by the United States Office of Education.

In order to continue receiving awards, a student must make satisfactory academic progress, and must not owe any refunds on Basic Grants, or other awards, or be in default on repayment of any student loan.

Copies of the booklet, *Determination of Basic Grant Eligibility Index in Academic Year 1978-79, 1978-79 Student Guide: Basic Grants,* and a list of approved eligible postsecondary institutions, can be obtained by writing to BEOG, P.O. Box 84, Washington, D.C. 20044.

Supplemental Educational Opportunity Grants (SEOG)
Awards ranging from $200 to $1,500 are made to students in need of exceptional financial aid, such that they could not continue their education without a Supplemental Grant. Application is made through the Financial Aid Office. A total of $4,000 may be awarded.

National Direct Student Loan Program (NDSL)
Application for loans under this program is made through the Financial Aid Office. Students who have completed less than two years of study can borrow $2,500, while those who have finished more than two years can borrow $5,000, including any amount borrowed during the first two years.

The current interest rate on these loans is three per cent on the unpaid principal. Repayment begins nine months after graduation and may extend over ten years. Deferments are possible for several reasons, including military service and work in the Peace Corps or VISTA.

College Work-Study Program (CW-SP)
For students in financial need, Hamilton arranges jobs on campus, or off campus with public or private non-profit agencies such as hospitals. Application is made through the Financial Aid Office. Hamilton gives preference to students who have great financial need and who must earn a part of their educational expenses. Class schedule, academic progress, and

health are also considered in determining eligibility. Wage is determined by the nature of the job and the qualifications of the applicant.

Social Security Payments to Children of Deceased or Disabled Parents. Students between 18 and 22 years of age who are financially dependent, and who have a deceased, disabled, or retired parent who worked long enough to qualify for Social Security, may be entitled to aid. Application may be made at any Social Security Office. The amount of such benefits may be affected by a student's earnings from employment, if these exceed $3,000 per year, and by the earnings of an applicant's parent.

United States Bureau of Indian Affairs
Aid to Native Americans
Students who are one-fourth American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band, or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits
Persons who served more than 180 days between January 31, 1955 and January 1, 1977 and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities, are eligible for benefits. Veterans are entitled to benefits for 1½ months of study for each month of service, up to 45 months.

Children, spouses, and suvivors of veterans whose deaths or permanent total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Scholarships

Tuition Assistance Program (TAP)
The Tuition Assistance Program, open to residents of New York State, provides awards to students based on net taxable income and Hamilton's tuition charge. Students are eligible if they are dependent and have a family net taxable income below $20,001, or independent and single with a net taxable income below $5,667.

Applicants for TAP must apply annually to the New York State Higher Education Services Corporation, Tower Building, Empire State Plaza, Albany, N.Y. 12255. The application deadline for the 1978-79 academic year is March 31, 1979. Examples of award schedules for study at Hamilton are shown in the following table.

Regents College Scholarships
The application procedure for Regents College Scholarship holders is identical to that for TAP. Income, however, plays no part in the award of a Regents Scholarship. Rather, the basis of the award, which is $250 per year, is a student's performance on the Scholastic Achievement Test (SAT)

Average Awards* for the Tuition Assistance Program (TAP)
As of July 1, 1978

N.Y.S. Income (Net taxable bal.)	Schedule C (Dependent or Married)		N.Y.S. Income (Net taxable bal.)	Schedule E (Independent and Single)	
	*New***	*Old*		*New***	*Old*
0-$2,000	$1,800	$1,500	0-$1,000	$1,800	$1,500
2,750	1,800	1,455	2,000	1,500	1,200
4,000	1,725	1,380	3,000	1,300	1,000
6,000	1,595	1,250	4,000	900	600
8,000	1,455	1,110	5,000	600	300
10,000	1,295	950	5,667 +	0	0
12,000	1,115	770			
14,000	915	570			
16,000	675	330			
18,000	415	100			
20,000	200	100			
20,000 +	0	0			

**The annual award is reduced by $200 after student has received four or more payments.*

***The maximum $1,800 awards apply only to those first receiving TAP on or after the 1977-78 academic year; all others are eligible for maximum award of $1,500.*

or the American College Testing Program Assessment examination. These examinations may be taken more than once, with the highest score used as the basis for the award.

18,843 Regents Scholarships are allocated by county. Additional scholarships are allocated to ensure that each approved high school has at least one scholarship for each forty graduates of the previous year.

Regents Awards for Children of Deceased or Disabled Veterans.
An award of $450 per year is available to students who are the children of veterans who died, have a current disability of fifty per cent or more, or had such a disability at the time of death, resulting from United States military service during one of the following periods: April 16, 1917-November 11, 1918; December 7, 1941-December 31, 1946; June 25, 1950-July 27, 1953; or October 1, 1961-March 29, 1973. This award, available to New York State residents, is independent of family income or tuition, and in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans
Awards of $1,100 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. More information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, N.Y. 12234.

Guaranteed Student Loan Program

Loans of up to $2,500 per year, up to a total of $7,500 for four years, are available for study at Hamilton. The loans, with a current interest rate of seven per cent, require United States citizenship or permanent resident alien status.

Repayment of the loan begins nine months after the student has left school, though it can be deferred for several reasons. The following regulations apply to repayments; (1) Depending on the amount of the loan, the minimum monthly payment will be $30 plus interest. Under certain circumstances, the lender, on request, may permit reduced payments; (2) The maximum repayment period is ten years; (3) The maximum period of a loan from date of the original note may not exceed fifteen years, excluding authorized deferment of payments; and (4) Repayment in whole or part may be made at any time without penalty.

Certain students are eligible to receive interest benefits during the time they are in school. This benefit is based on adjusted annual family income at the time the loan was guaranteed. A student whose adjusted family income is less than $25,000 is eligible for a full interest subsidy until nine months after leaving school. Others may qualify for a full or partial interest subsidy depending on financial need. An annual insurance premium of one percent of the loan amount is payable in full when the check is issued.

Applications for this loan can be obtained at participating New York State lending institutions in the student's area of permanent residence. The application is then given to the Financial Aid Office. A counseling session or an interview, or both, may be required by the lending institution.

Higher Education Opportunity Program (HEOP)

HEOP awards of up to $1,500 are given to academically and economically disadvantaged residents of New York State. Application is made through the Fiancial Aid Office.

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Charles Lafayette Todd
Professor of Speech; B.S., Hamilton College; A.M., Columbia University

Winton Tolles
Dean of the College; A.B. and A.M., Hamilton College; Ph.D., Columbia University; Litt.D., Delaware Valley College; L.H.D., Hamilton College

Mox Arthur Weber
Professor of Physical Education; A.B., Oberlin College; A.M., Columbia University

Active

This listing is alphabetical without respect to rank and the date indicates the year of initial appointment to the Faculty. The letters f, w, and s following a name indicate terms of leave or off-campus teaching. The active Faculty includes 43 Professors, 29 Associate Professors, 55 Assistant Professors, 19 Instructors, and 4 Lecturers, 89 per cent of whom hold the doctorate or other appropriate terminal degree.

James C. Albisetti (1978)
Visiting Assistant Professor of History; A.B., Amherst College; M.Phil. and Ph.D., Yale University

John Timothy Anderson (1967)
Associate Professor of Mathematics under the Samuel F. Pratt Endowment; A.B., Hamilton College; Ph.D., Duke University

Frank Michael Anechiarico (1976)
Instructor in Government and Director, Washington Semester Program; A.B., Hamilton College; A.M., Indiana University

Alan Richard Armstrong (1977)
Visiting Assistant Professor of English; A.B., Ohio Wesleyan University; A.M. and Ph.D., Cornell University

George Wilbon Bahlke (1969)
Professor of English; A.B., University of Chicago; A.B., Swarthmore College; A.M., University of Chicago; Ph.D., Yale University

Esther Lynn Barazzone (1974) fws
Instructor in History; A.B., New College; A.M., Columbia University

Edwin Blois Barrett, Jr. (1950)
Hamilton Alumni Memorial Professor of English and Drama; A.B., Macalester College; A.M., University of Minnesota; Ph.D., Columbia University

Gregory Joseph Batt (1948)
Professor of Physical Education and Head Coach, Hockey and Tennis; A.B., Colgate University

David A. Begelman (1972) f
Associate Profesor of Psychology; A.B., Brooklyn College; A.M., New York University; A.M. and Ph.D., Yeshiva University

Carol Ann Bellini-Sharp (1973)
Assistant Professor of Theatre; A.B. and A.M., Pennsylvania State University; Ph.D., Carnegie-Mellon University

Russell Thorn Blackwood III (1957) s
John Stewart Kennedy Professor of Philosophy; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University

Stephen Bonta (1961) ws
Professor of Music; A.B., Yale University; A.M., Columbia University; A.M. and Ph.D., Harvard University

James Bradfield (1976)
Assistant Professor of Economics; A.B., A.M., and Ph.D., University of Rochester

Austin Eugene Briggs, Jr. (1957) ws
Professor of English; A.B., Harvard University; A.M. and Ph.D., Columbia University

Kathryn Gail Brock (1977)
Assistant Professor of English; A.B., A.M., and Ph.D., University of North Carolina at Chapel Hill

Robert Marcellus Browning (1949) fws
Marjorie and Robert W. McEwen Professor of German; A.B., William Jewell College; A.M. and Ph.D., Princeton University

David Owen Butcher (1978)
Instructor in Philosophy; A.B., University of California at Los Angeles; A.M., Stanford University

John J. N. Cardarelli (1978)
Lecturer in Romance Languages; A.B. and A.M., State University of New York at Albany

Rand Carter (1970)
Associate Professor of Art; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

A. Duncan Chiquoine (1966)
Stephen Harper Kirner Professor of Biology; A.B., Swarthmore College; Ph.D., Cornell University

Patricia Francis Cholakian (1971)
Lecturer in Romance Languages; A.B., Bates College; A.M., Middlebury College; Doctorat d'Université de Paris

Rouben Charles Cholakian (1963)
Professor of Romance Languages; A.B., Bates College; A.M. and Ph.D., Columbia University

Thomas Colby (1959)
Munson Professor of the German Language and Literature; A.B., Hamilton College; A.M. and Ph.D., Princeton University

Charles Frank Collier (1978)
Assistant Professor of Economics; A.B., Harpur College; A.M. and Ph.D., Duke University

Doris Kraeling Collins (1976)
Associate Professor of Psychology; A.B.,Smith College; Ph.D., Yale University

Jeffrey Hawley Cooper (Spring 1979)
Visiting Instructor in Music; A.B., Bucknell University; A.M., Cornell University

Leland Earl Cratty, Jr. (1958)
Professor of Chemistry; B.S., Beloit College; Ph.D., Brown University

James S.A. Cunningham (1968)
Edward North Professor of Classics; A.M. and B.D., University of Glasgow; B.Litt., University of Oxford; A.M. and Ph.D., Princeton University

Francoise Davis (1961)
Lecturer in Romance Languages; Baccalaurèat ès Lettres, Bordeaux; Licence ès Lettres, Bordeaux

James Bolton Davis (1958)
Professor of French; A.B., Williams College; A.M., Middlebury College; Ph.D., University of Pennsylvania

Donald John Denney (1957) S
Professor of Chemistry; B.S., University of Pennsylvania; Ph.D., Brown University

Catherine B. Doherty (1978)
Instructor in Classics; A.B., Bryn Mawr College; A.M., Princeton University

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Instructor in Religion and Chaplain; A.B., Rutgers University; M.Div., Princeton Theological Seminary

Theodore J. Eismeier (1978)
Assistant Professor of Government; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University

David Maldwyn Ellis (1946)
Publius Virgilius Rogers Professor of American History; A.B., Hamilton College; A.M. and Ph.D., Cornell University

John Francis Ellis (1959)
Professor of Biology; A.B. and A.M., Amherst Collge; Ph.D., University of Edinburgh

Robert John Ellison (1975)
Assistant Professor of Mathematics; A.B., Lewis & Clark College; M.S. and Ph.D., Purdue University

Melvin Becker Endy, Jr. (1966)
Associate Professor of Religion; A.B., Princeton University; B.D., Yale University Divinity School; A.M. and Ph.D., Yale University

Subrahmanyam Ganti (1978)
Instructor in Economics; A.M., Andhra University; A.M., State University of New York at Buffalo

Nadine Felton George (1971)
Assistant Professor of Classics; A.B., University of Minnesota; M.S. in L.S., Columbia University; A.M., Southern Methodist University; Ph.D., Cornell University

Nicolas John Gerold (1951)
Stone Profesor of Biology; A.B. and M.S., Brown University; Ph.D., Cornell University

George Albert Gescheider (1964)
Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

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John Swan Gordon (1975)
Assistant Professor of English; A.B., Hamilton College; A.M. and Ph.D., Harvard University

David J. Gray (1969)
Professor of Sociology; A.B., A.M., and Ph.D., Pennsylvania State University

Mark Christopher Green (Spring 1979)
Visiting Instructor in Russian; A.B., Lawrence University; A.M., Cornell University

Walter Lawrence Gulick (1975)
Professor of Psychology and Dean of the College; A.B., Hamilton College; A.M., University of Delaware; Ph.D., Princeton University

Franklin Grant Hamlin (1948)
Professor of French; A.B., Bowdoin College; A.M. and D.M.L., Middlebury College; Diplôme de l'Ecole Supérieure des Professeurs de Francais á l'Etranger, Université de Paris

Elaine Tuttle Hansen (1978)
Assistant Professor of English; A.B., Mount Holyoke College; A.M., University of Minnesota; Ph.D., University of Washington

David Hawley (1954)
Professor of Geology; B.S., University of Vermont; M.S., Cornell University; Ph.D., Columbia University

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Assistant Professor of Psychology; B.S., U.S. Naval Academy; M.S. and Ph.D., University of Delaware

William Walter Hoffa (1970) fws
Associate Professor of English; A.B., University of Michigan; A.M., Harvard University; Ph.D., University of Wisconsin

Hal L. Holladay (1976)
Assistant Professor of English; A.B., Washington & Lee University; A.M., Vanderbilt University; Ph.D., University of Michigan

Derek Charles Jones (1972)
Associate Professor of Economics; A.B., University of Newcastle upon Tyne; M.Sc., London School of Economics; A.M. and Ph.D., Cornell University

Donald Maxstadt Jones (1949)
Professor of Physical Education and Head Coach, Football and Golf; B.S. and A.M., Rutgers University

Grant D. Jones (1968)
Associate Professor of Anthropology; A.B., Florida State University; A.M. and Ph.D., Brandeis University

Joseph B. Kacevich (1978)
Instructor in Physical Education and Assistant Football Coach and Head Track Coach; B.S., Springfield College; M.S., Pennsylvania State University

Esther Sue Kanipe (1976)
Assistant Professor of History; A.B., University of North Carolina at Greensboro; A.M. and Ph.D., University of Wisconsin

Robert Raymond Kautz (1974)
Assistant Professor of Anthropology; A.B. and Ph.D., University of California at Davis

Thomas A. Kerth (1978)
Assistant Professor of German; A.B. and A.M., Indiana University; M. Phil. and Ph.D., Yale University

Robin Bryan Kinnel (1966)
Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Larry Edward Knop (1977)
Assistant Professor of Mathematics; B.S., University of Washington; M.S., University of Miami; Ph.D., University of Utah

Fumio Kodama (1978)
Visiting Associate Professor of Government; B.S., M.S., and Eng.D., The University of Tokyo

Edwin Borden Lee, Jr. (1958)
Professor of History; A.B., Duke University; A.M. and Ph.D., Columbia University

David Cary Lehman (1976)
Assistant Professor of English; A.B., Columbia University; A.M., Cambridge University; M. Phil. and Ph.D., Columbia University

Ralph E. Lieberman (1971)
Assistant Professor of Art; A.B., Brandeis University; A.M. and Ph.D., New York University

Steven Liebman (1971)
Assistant Professor of Art; A.B., Brooklyn College; M.F.A., Rhode Island School of Design

Harris Nelson Lindenfeld (1976)
Assistant Professor of Music; A.B. and A.M., University of Virginia; D.M.A., Cornell University

Dwight Newton Lindley (1952)
Hamilton B. Tompkins Professor of English Literature; A.B., Hamilton College; A.M. and Ph.D., Columbia University

Stephen Hall Lipmann (1972)
Assistant Professor of Comparative Literature; A.B., Antioch College; Ph.D., University of Oregon

David Stratton Locke (1971)
Assistant Professor of History; A.B. and A.M., Cornell University; Ph.D., Brown University

Eugene Milton Long (1953)
Professor of Physical Education and Head Coach, Track and Cross Country; B.S. and M.S., State University of New York at Cortland

Janet Huber Lowry (1975)
Assistant Professor of Sociology; A.B., Hanover College; A.M. and Ph.D., University of North Carolina at Chapel Hill

Anne L. Ludington (1975)
Assistant Professor of Mathematics; B.S., Wheaton College; M.S. and Ph.D., Michigan State University

Susan Lyman (1976)
Assistant Professor of Art; B.F.A. and M.F.A., University of Michigan

Frederick Wellington MacDonald, Jr. (1966)
Associate Professor of Physical Education and Head Coach, Swimming; B.S. and M.S., Springfield College

Peter Torrey Marcy (1968)
Professor of History; A.B., Hamilton College; A.M. and Ph.D., Claremont Graduate School

Ivan Marki (1965)
Margaret Bundy Scott Associate Professor of English; A.B., University of Alberta; A.M. and Ph.D., Columbia University

Lawrence Robert McManus (1960)
Professor of Biology; B.S., M.Ed., and Ph.D., Cornell University

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Associate Professor of Economics; A.B., Haverford College; A.M. and Ph.D., Yale University

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Professor of History; A.B. and A.M., George Washington University; Ph.D., Cornell University

David Bruce Miller (1969)
Associate Professor of Religion; A.B., A.M., M. Phil., and Ph.D., Yale University

Sue Ann Miller (1975)
Assistant Professor of Biology; A.B., A.M., and Ph.D., University of Colorado

Peter J. Millet (1968)
Associate Professor of Physics under the Litchfield Endowment; B.S., Rensselaer Polytechnic Institute, M.S. and Ph.D., Syracuse University

Marcel Ian Moraud (1950) fws
Burgess Professor of Romance Languages and Director, Junior Year in France, 1978-79; Baccalauréat ès Lettres, Limoges; A.M., University of Texas; Licence ès Lettres and Diplôme D'Etudes Supérieures; Doctorat d'Université de Paris

Phyllis Sutton Morris (1969)
Associate Professor of Philosophy; A.B., University of California at Berkeley; A.M., Colorado College; Ph.D., University of Michigan

Robert Bruce Muirhead III (1972)
Associate Professor of Art; B.F.A., Rhode Island School of Design; M.F.A., Boston University School of Fine Arts

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Assistant Professor of Physical Education; B.S., University of Massachusetts; M.S., Central Connecticut State College

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Richard H. Osberg (1978)
Assistant Professor of English; A.B., Dartmouth College; A.M. and Ph.D., Claremont Graduate School

Robert C. Palusky (1969)
Assistant Professor of Art; B.F.A. and A.M., University of Wisconsin;

M.F.A., Rochester Institute of Technology, School for American Craftsmen

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Assistant Professor of Psychology; B.S., University of Illinois; A.M. and Ph.D., University of Colorado

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Visiting Instructor in Art; A.B., Randolph-Macon Woman's College; A.M., Cornell University

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Assistant Professor of Philosophy; A.B., Agnes Scott College; A.M. and Ph.D., Rice University

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Assistant Professor of Classics; A.B., City College of the University of New York; Ph.D., University of Chicago

Peter Jacob Rabinowitz (1974)
Assistant Professor of Comparative Literature; A.B., A.M., and Ph.D., University of Chicago

Douglas A. Raybeck (1970)
Associate Professor of Anthropology; A.B., Dartmouth College; Ph.D., Cornell University

Jay Steven Reise (1976)
Assistant Professor of Music; A.B., Hamilton College; A.M., University of Pennsylvania

Channing Bulfinch Richardson (1952)
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Landon Gale Rockwell (1950)
James S. Sherman Professor of Political Science; A.B., Dartmouth College; A.M. and Ph.D., Princeton University

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Instructor in Government; A.B., State University of New York at Binghamton

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Assistant Professor of Comparative Literature; B.S., University of Virginia; A.M., M. Phil., and Ph.D., Yale University

Henry John Rutz (1976) fws
Associate Professor of Anthropology; A.B., Lawrence University; A.M., University of Hawaii; Ph.D., McGill University

Alphonse J. Sallett (1970) f
Instructor in Sociology; A.B., Albright College; A.M., Syracuse University

William Salzillo (1973)
Assistant Professor of Art; A.B., Middlebury College; B.F.A., Rhode Island School of Design; M.F.A., Cranbrook Academy of Art

Alan H. Schoenfeld (1978)
Assistant Professor of Mathematics; A.B., Queens College; M.S. and Ph.D., Stanford University

Jane R. Tavalin Schwartz (1977)
Assistant Professor of Dance; B.S., State University of New York at Brockport; A.M., University of Michigan

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Assistant Professor of English; A.B., Cornell University; M. Phil. and Ph.D., Yale University

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Associate Professor of Philosophy; A.B., Lafayette College; Ph.D., University of Pennsylvania

Richard F. Somer (1977)
Assistant Professor of Speech; A.B., University of Illinois; A.M., Southern Illinois University; Ph.D., University of Illinois

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Assistant Professor of Music; A.B., Oberlin College

Susan L. Spencer (1975)
Assistant Professor of Physical Education; A.B. and M.S., Syracuse University

Michael Robert Steiner (1977)
Visiting Instructor in Biology; B.S., Lebanon Valley College; A.M. and M.S.T., State University of New York at Binghamton

David Forrest Stout (1978)
Visiting Instructor in German; A.B., University of Rochester; A.M., Cornell University

Victoria E. Sturtevant (1978)
Visiting Instructor in Sociology; A.B., Pitzer College; M.S., Cornell University

Orest Subtelny (1975)
Assistant Professor of History; A.B., Temple University; A.M., University of North Carolina at Chapel Hill; Ph.D., Harvard University

Richard Peter Suttmeier (1970)
Associate Professor of Government; A.B., Dartmouth College; Ph.D., Indiana University

José Bernardo Tato (1967)
Associate Professor of Spanish; A.B. and B.S., Camaguey Institute; LL.D., University of Havana; A.M. and Ph.D., Rutgers University

Michele Teitelbaum (1977)
Visiting Assistant Professor of Anthropology; A.B., Hunter College; A.M. and Ph.D., Rutgers University

Barbara J. Tewksbury (1978)
Instructor in Geology; B.S., St. Lawrence University

James Frederick Traer (1969)
Associate Professor of History and Associate Dean of the College; A.B., College of Wooster; A.M., J.D., and Ph.D., University of Michigan

Rodney Jon Umlas (1974)
Assistant Professor of Theatre; A.B., Cornell University; M.F.A. and M. Phil., Columbia University

Jonathan Vaughan (1971)
Associate Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University

Manfred E. von Schiller (1959)
Associate Professor of Physical Education and Head Coach, Soccer and Lacrosse; B.S., State University of New York at Brockport; A.M., St. Lawrence University

Frederick Reese Wagner (1969)
Professor of English; A.B., A.M., and Ph.D., Duke University

Mary Jane Evans Warner (1974)
Assistant Professor of Dance; A.B., University of Toronto; A.M. and Ph.D., Ohio State University

Sydna Stern Weiss (1974) fws
Assistant Professor of German; A.B., Vassar College; A.M., Middlebury College; A.M. and Ph.D., Princeton University

Douglas Alexander Weldon (1977)
Assistant Professor of Psychology; A.B., College of Wooster; A.M., Towson State University; Ph.D., State University of New York at Buffalo

Richard William Werner (1975)
Assistant Professor of Philosophy; A.B., Rutgers; A.M. and Ph. D., University of Rochester

Sidney Wertimer, Jr. (1952)
Leavenworth Professor of Economics and Provost of the College; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Hermine Weigel Williams (1974)
Lecturer in Religion; A.B. and A.M., Vassar College; Ph.D., Columbia University

Jay Gomer Williams (1960)
Walcott-Bartlett Professor of Ethics and Christian Evidences; A.B., Hamilton College; M. Div., Union Theological Seminary; Ph.D., Columbia University

David Roy Wright (1973) f
Assistant Professor of Art; A.B., Williams College; M.F.A. and Ph.D., Princeton University

Warren Earl Wright (1962)
Upson Professor of Rhetoric and Oratory; A.B. and A.M., Emerson College; Ph.D., University of Illinois

David N. Young (1969) s
Associate Professor of Russian; A.B., Princeton University; A.M. and Ph.D., Columbia University

Lawrence Karn Yourtee (1948)
Childs Professor of Chemistry; B.S., Washington College; M.S., Georgia Institute of Technology; Ph.D., University of Texas

Susan Zawacki (1978)
Instructor in Physical Education; B.S., State University of New York at Cortland

Alma Claire Zook (1978)
Instructor in Physics; A.B., Pomona College

Special and Part-Time Appointments

Stephen Best
Lecturer in Music (Organ, Harpsichord, and Piano); A.B. and M.Mus., Syracuse University

Paul J. Drobin
Newman Chaplain; A.B., St. Bernard's Seminary and College; A.M., University of Detroit

Linda Morgan-Ellison
Lecturer in Music (Piano); B.M.E., Lewis & Clark College; M.Mus., The Cleveland Institute of Music

Charles W. England
Lecturer in Music (Director, Brass Choir); B.M.E., Augustana College; M.M., Yale University School of Music

John Flaver
Lecturer in Music (Director, Woodwind Ensembles)

Mary Armistead Jones
Lecturer in Music (Piano); M.Mus., Florida State University

John G. Karin
Assistant Hockey Coach; B.S., University of Nebraska

Richard Loomis
Assistant Football Coach; B.S., State University of New York at Cortland

Ginger F. C. Miller
Director of the Critical Languages Program; A.B., Jackson College; M.R.E., New York Theological Seminary

Phyllis W. Murphy
Lecturer in Music (Piano); Artists Dipl., New York City College of Music

Robert L. North
Junior Varsity Basketball Coach; B.S., Utica College

Rebecca F. Spear
Lecturer in Music (Voice); B.Mus. and M.Mus., University of Cincinnati College Conservatory of Music

Comfort C. Richardson
Associate Co-ordinator of Physical Education and Athletics; A.B., Vassar College; A.M., Haverford College

Ben Rizzo
Assistant Football Coach; B.S., University of Miami, Florida

Charles Schneider
Lecturer in Music (Director, Chamber Orchestra); B.M. and B.M.E., Cornell College of Iowa

JoElyn Wakefield-Wright
Lecturer in Music (Voice); A.B., Pfeiffer College; M.Mus., Indiana University

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Gulick, *ex officio;* Wertimer, *ex officio* (Chairman); Briggs; Denney; Millar; Ring. E.

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1978 Degrees in Course

The following symbols are used to indicate graduation with honors—Phi Beta Kappa*, Sigma Xi†

Bachelor of Arts

Summa Cum Laude

John Thomas Baecher*
David Charles Burgess*
Martin Chatzinoff*
Merrill Edwin Fliederbaum*
Michael Harrison Friedman*
Richard Joseph Guertin*
Eric Alan Karl*
John Francis Lapenta*†
Kenneth William Lehman*
Michael Leonard Margolin*
Kenneth Scott Miller*
Richard Donald White*

Magna Cum Laude

Richard J. Abuhoff*
Michael Wade Belden
Patrick Michael Cooperman
Robert Delano Dolan*
Brian James Grogan*
Philip Linton Hawkins*
Thomas Steven Hexner
Joseph Cooper Hutchison*
Ahmet Targon Karamustafa*
Scott G. Klein
David Michael Liebers*
James Radcliffe McConnaughy
Kevin Michael McDonough*
John Malory McNeel*
Stephen Eric Olson
Donald Walter Peters
Peter Howard Robbins
William Earl Schu II
Andrew Laurence Schwab
William Sherman Skinner II
Dennis Mark Smith*
Wayne Harry Thomson*
Thomas Charles Vance

Cum Laude

Guy Arcidiancono
David Speyser Beer
Christopher Edwin Cahill
Timothy Francis Carney
Peter Neumann Cousins
Kevin Blake Darcy
William Bartram Fox
Thomas Kernan Hanshaw
Paul Joseph Kaleta
John Gerard Klauberg
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David Byran-Peter Starczewski
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Ethan Joel Tower
Gavin Edward Townsend
Howard Alan Wallack
John Hugo Williford
Andrew William Wilson
Mark Jacob Yurkofsky

John Paul Adams
James Alleva
John Joseph Altieri
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Gregory Jay Bunger
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David Hale Cowin
James Smith Cumming
Benjamin Stewart Davis
J. Peter Davis
Michael E. Davis
Richard Ros Davis
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Randy John Williams
Schuyler Van Rensselaer Winter
Glen S. Wolther
Bruce Bennett Wood
Stephen Ackroyd Woodward
Mark Edward Yingling
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List of Students

Class of 1979

Mark G. Adsit, *Rome, N.Y.*
Aron J. Ain, *Old Brookville, N.Y.*
Mark A. Annunziata, *Burlington, Mass.*
Frederick B. Arnold, *Hawthorne, N.Y.*
Nancy Ashkin, *Croton-on-Hudson, N.Y.*
Mary G. Atkins, *Indianapolis, Ind.*
Bradford C. Auerbach, *Amherst, N.Y.*
Alicia G. Aurichio, *Southold, N.Y.*

Nicole Bachmann, *New York, N.Y.*
Elisabeth B. Ballou, *Providence, R.I.*
David F. Balog, *Yonkers, N.Y.*
Cheryl B. Barken, *Branchville, N.J.*
Maritia M. Barnum, *Pasadena, Calif.*
Kevin M. Barry, *Northport, N.Y.*
Katherine Bassett, *Buffalo, N.Y.*
Mark S. Baum, *Carlisle, Pa.*
Jane Becker, *Washington, D.C.*
Amy Belles, *St. Charles, Ill.*
Howard Samuel Berger, *Albany, N.Y.*
Edward G. Bernard, *Hartsdale, N.Y.*
Barbara A. Berson, *Great Neck, N.Y.*
Harry B. Besett, *Towson, Md.*
Ira S. Bieler, *Mahopac, N.Y.*
Thomas C. Billet, *Hastings-on-Hudson, N.Y.*
Alan J. Blasenstein, *Merrick, N.Y.*
Nina E. Blatt, *Yonkers, N.Y.*
Ellen M. Bobruff, *New London, Conn.*
Portia F. Bock, *Pound Ridge, N.Y.*
Michael R. Boshart, *Turin, N.Y.*
Steven A. Bossone, *Utica, N.Y.*
William C. Bradbury, *Barneveld, N.Y.*
William R. Brancard, *Malverne, N.Y.*
Faith J. Bremen, *Camden, N.J.*
Francis K. Brennan, *Barneveld, N.Y.*
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Laura W. Broaddus, *Andover, Mass.*
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Steven G. Brown, *Whitesboro, N.Y.*
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Mark E. Davitt, *Syracuse, N.Y.*
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Michelle A. Dean, *Verona, N.J.*
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Harold L. Husovsky, *Cincinnati, Ohio*

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Robin Jackson, *Rome, N.Y.*
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Index

A

Academic Program, 12-15
Academic Purposes and Goals, 10-11
Academic Regulations, 16
Academic Year in Spain, 23
Acceleration, academic, 14
Activity fee, 34
Administrative officers and staff, 184-185
Admission, deferred, 30-31
Admission, early, 30-31
Admission requirements, 29-30
Advanced placement, 31
Advising, academic, 12-13
Afro-Latin Cultural Center, 44
American Studies, courses in, 56-57
Anthropology, courses in, 57-60
Application fee, 33
Art, courses in, 60-65
Art exhibitions, 49-50
Art lending library, 50
Asian Studies, concentration in, 65
Assembly, student, 47
Athletic facilities, 53
Athletic policy, 53
Athletic program, 53-54
Awards, academic, 146-155

B

Benedict Hall, 42
Bills, issuance and payment of, 35-36
Biology, courses in, 65-69
Bristol Campus Center, 44
Burke Library, 41-42
Business, preparation for careers in, 26
Buttrick Hall, 44-45

C

Calendar, college, 2-3
Campus, 41-45
Career Center, 27
Career planning
(*see Post-graduate planning*)
Chapel, 43
Chemistry, courses in, 69-70
Choir, 50
Classics, courses in, 70-73
Classical Studies, courses in, 72-73
Clubs, student, 47-48
College Board tests, 30
College Scholarship Service, 37
Committees, faculty, 182-183
Comparative Literature, courses in, 74-77
Computer Center, 43
Concentration requirements, 13
(*see also individual departments*)
Concerts, 50-51
Cooperative Engineering Program, 18
Cooperative programs with neighboring colleges, 24
Courses, dropping, 16
Courses, 56-136
Courses, overelection, 34
Courses, selection, 12-13, 16
Creative Writing (*see English*)
Credit, summer school, 19
Critical Languages, 128
Curriculum, 12-15, 22-24

D

Dance, courses in, 135-136
Debate, 47
Degree requirements, 13-14
Degrees, conferral of, 14
Dentistry, preparation for careers in, 25
Deposits, 33
Dining halls, 44
Dismissal, honorable, 18-19
Dormitories, 45
Dramatics, 51-52

E

Early decision, 30
Economics, courses in, 77-80
Education, preparation for careers in, 26
Employment, student, 39
Engineering, preparation for careers in, 26
English, courses in, 80-86
Examinations, entrance, 30
Expenses, 33-36

F
Faculty, 168-183
Fees, 33-36
Fellowships, 149-150
Films, 52
Financial aid, 37-39
Foreign Languages, concentration in, 86
Foreign students, applications of, 31
Fraternities, 49
Free Church of Clinton, 49
France, Junior Year in, 23
French, courses in, 122-125

G
Geology, courses in, 86-88
German, courses in, 89-91
Government, courses in, 92-97
Government service, preparation for careers in, 26
Grades, 16-17
Grade requirement, 16
Graduate study, preparation for, 26-27
Graduation requirements, 13
Grants, federal and state, 161-164
Greek, courses in, 71
Guarantee deposit, 33

H
Hamilton, Alexander, 6
Hamilton Horizons Program, 15
Hamilton Oneida Academy, 6
Health Center, 44
Higher Education Opportunity Program, 31
History, college, 6-8
History, courses in, 97-103
History of Art, courses in, 63
Honorary societies, 20-21
Honor system, 46
Honors, commencement, 20
Honors, departmental, 20
Honors and awards, 20-21

I
Independent coverage of course work, 22
Independent coverage fee, 35
Independent study, 22
Insurance coverage, 34-35
Interview, admission, 30
Italian, courses in, 128

J
Jewish services, 49
Johnson Building, 42
Judiciary Board, 46
Junior Year in France, 23

K
Kirkland, Samuel, 6
Kirkland College, 7
Kirkland Cottage, 45
Kirkland students, status of, 19
Kirner Building, 42

L
Latin, courses in, 71-72
Law, preparation for careers in, 25
Lectures, 52
Library, 41-42
List Art Center, 42
Loans, 33

M
Map of campus (*see inside back cover*)
Mathematics, courses in, 104-107
McEwen Hall, 44
Medical service, 34
Medicine, preparation for careers in, 25
Minor Theater, 44
Minority group applicants, 29
Music, courses in, 107-110
Music, student organizations, 50-51
Music fees, 35

N
Newspaper, student, 46-47

O
Observatory, 43
Officers, College, 167

P
Pass-fail option, 18
Phi Beta Kappa, 21-22
Philosophy, courses in, 110-113
Physical education requirement, 14, 53-54
Physics, courses in, 113-115
Post-graduate planning, 25-27
Prize scholarships, 146-148
Prizes, 150-155
Psychology, courses in, 115-119
Publications, student, 46-47

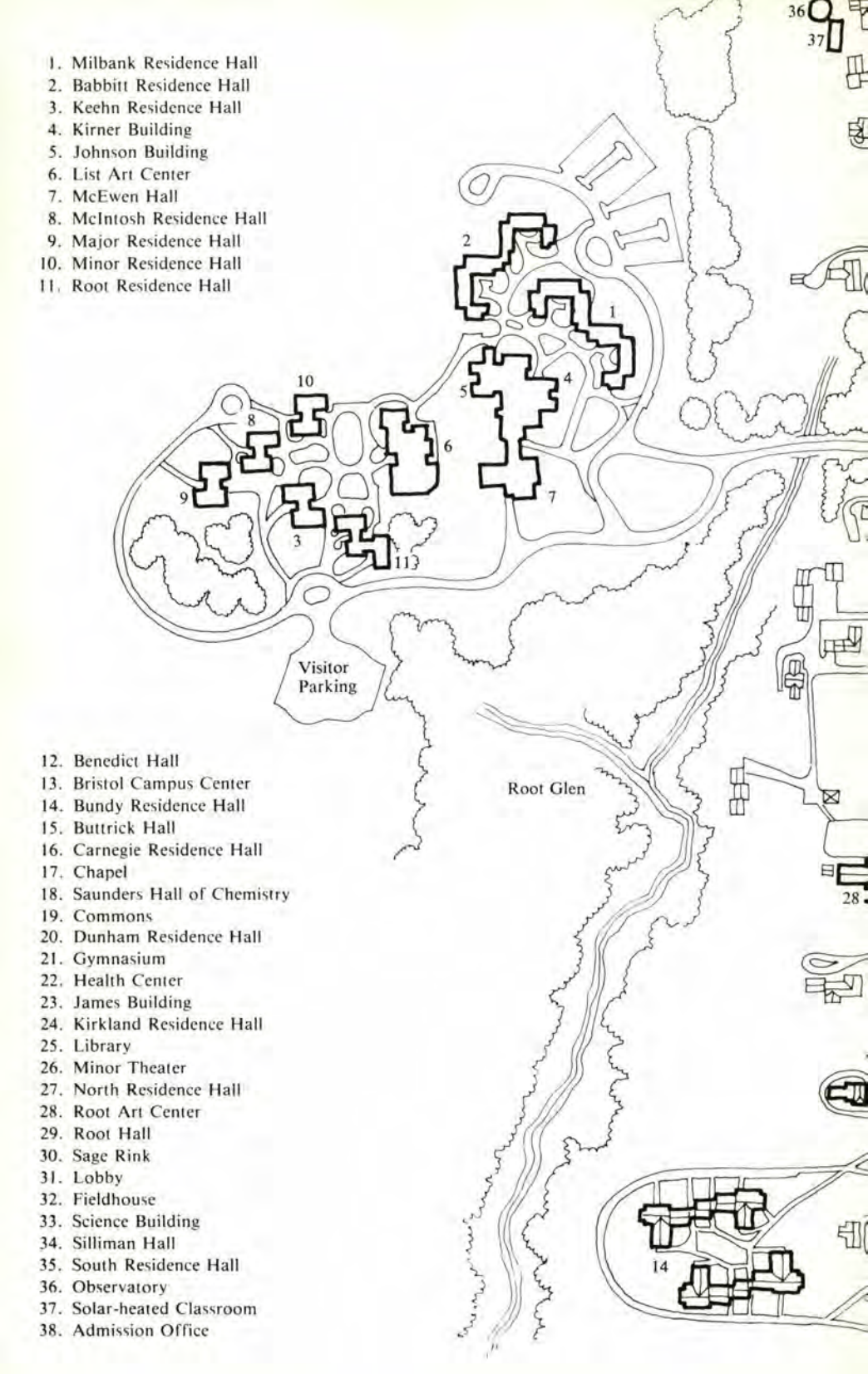
R
Radio station, student, 44, 46-47
Record library, 50
Refunds, 35-36
Registration, 32
Registration deposit, 33
Religion, courses in, 119-122
Religious services, 49

Residence requirement, 14
Roman Catholic services, 49
Romance Languages, courses in, 122-128
Room and board charges, 34
Root Art Center, 42-50
Root Glen, 41
Root Hall, 42
Russian, courses in, 90-91

S
Saunders Chemistry Building, 42
Scholarships, federal and state, 161-164
Scholarships, General, Special, and Prize, 138-148
Scholarship requirements, 38-39
Science Building, 42-43
Science, preparation for graduate study in, 26-27
Secondary school preparation, 29
Senior Fellowship Program, 24
Service organizations, 48-49
Sigma Xi, 22
Silliman Hall, 43
Sociology, courses in, 128-133
Spain, Academic Year in, 23
Spanish, courses in, 125-127
Special programs, 22-24
Speech, courses in, 131-133
Standards for oral work, 17
Standards for written work, 17-18
Students, list of, 189-204
Student employment, 39
Student government, 47
Studio Arts, courses in, 60
Study abroad, 23
Study at another college, 23
Suspension from college, 18-19

T
Teaching, preparation for careers in, 26
Theatre, courses in, 133-134
Transfer applications, 31
Trustees, Board of, 165-166
Tuition and fees, 33-34
Tuition payment plans, 35

W
Washington, Term in, 23-24
Winter Term, 14
Women's Center, 42


1. Milbank Residence Hall
2. Babbitt Residence Hall
3. Keehn Residence Hall
4. Kirner Building
5. Johnson Building
6. List Art Center
7. McEwen Hall
8. McIntosh Residence Hall
9. Major Residence Hall
10. Minor Residence Hall
11. Root Residence Hall
Visitor Parking
Root Glen
12. Benedict Hall
13. Bristol Campus Center
14. Bundy Residence Hall
15. Buttrick Hall
16. Carnegie Residence Hall
17. Chapel
18. Saunders Hall of Chemistry
19. Commons
20. Dunham Residence Hall
21. Gymnasium
22. Health Center
23. James Building
24. Kirkland Residence Hall
25. Library
26. Minor Theater
27. North Residence Hall
28. Root Art Center
29. Root Hall
30. Sage Rink
31. Lobby
32. Fieldhouse
33. Science Building
34. Silliman Hall
35. South Residence Hall
36. Observatory
37. Solar-heated Classroom
38. Admission Office